

Gramática Oxford

Para estudiantes de inglés

ESO



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OXFORD

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AFIRMATIVA

	contracción
I am	I'm
You are	You're
He/She/It is	He's/She's/It's
We are	We're
You are	You're
They are	They're

Ejemplos

She is a doctor. (Ella es médica.)

It is cold outside. (Hace frío fuera.)

NEGATIVA

	contracción
I am not	I'm not
You are not	You aren't
He/She/It is not	He/She/It isn't
We are not	We aren't
You are not	You aren't
They are not	They aren't

She is not a doctor. (Ella no es médica.)

It is not cold outside. (No hace frío fuera.)

INTERROGATIVA

Am I ...?
Are you ...?
Is he/she/it ...?
Are we ...?
Are you ...?
Are they ...?

Is she a doctor? (¿Es ella médica?)

Is it cold outside? (¿Hace frío fuera?)

Las contracciones del verbo **be** son muy habituales al hablar:

<i>She's a doctor.</i> (Ella es médica.)
<i>She isn't a doctor.</i> (Ella no es médica.)
<i>It's cold outside.</i> (Hace frío fuera.)
<i>It isn't cold outside.</i> (No hace frío fuera.)

Fíjate que en español se puede hacer una pregunta simplemente cambiando la entonación, pero en inglés has de cambiar el orden de las palabras:

<i>Está en casa.</i>	<i>He's at home.</i>
<i>¿Está en casa?</i>	<i>Is he at home?</i>

Ejercicios

- A** María es de Brasil. Completa las frases sobre ella y su familia con la forma correcta de **be**.

- | | |
|---|---|
| 0 I <u>am</u> a student from Brazil. | 4 I _____ twenty years old. |
| 0 My parents <u>are not</u> (not) rich. | 5 My little brother _____ two. |
| 1 My father _____ a teacher. | 6 My older brothers _____ (not) students. |
| 2 My mother _____ (not) Brazilian. | 7 They _____ in the army. |
| 3 She _____ from America. | 8 It _____ often very hot in Brazil. |

- B** Completa las frases con formas del verbo **be**, como en los ejemplos. Utiliza contracciones cuando sea posible.

- 0 Are you a doctor? Yes, I'm a doctor. I 'm not (not) a bank manager.
- 1 _____ she a taxi driver? Yes, _____ a taxi driver. She _____ (not) a teacher.

- 2 _____ he a student? Yes, _____ a student. He _____ (not) a lawyer.
 3 _____ they at home? Yes, _____ at home. They _____ (not) in a restaurant.
 4 _____ it warm today? Yes, _____ warm today. It _____ (not) cold today.
 5 _____ we from Paris? Yes, _____ from Paris. We _____ (not) from Rio.

C Las personas de los dibujos están presentándose. Escribe frases utilizando la información de los dibujos y las profesiones siguientes.

a pop star a bank manager a footballer a doctor a policeman
 an artist a teacher a film star

0



names: I'm Paolo and this is Federico.
 Nationality: We're from Italy.
 Jobs: I'm a policeman and Federico is a footballer.

1



names: _____
 nationality: _____
 jobs: _____

2



names: _____
 nationality: _____
 jobs: _____

3



names: _____
 nationality: _____
 jobs: _____

D Traduce estas frases.

- 0 Ella es escocesa. *She is Scottish.*
 1 ¿Es escocesa? _____
 2 Estamos en Granada. _____
 3 ¿Estamos en Granada? _____
 4 No somos artistas. _____
 5 ¿Sois artistas? _____
 6 No son de Roma. _____

2

Be: Present Simple (2): usos

Utilizamos el verbo **be** para:

Presentarnos:	I'm Steve and this is my friend Jessica. (Soy Steve y ésta es mi amiga Jessica.)
Saludar:	Hello. How are you? (Hola, ¿Cómo estás?)
Disculparnos:	I'm sorry, Dad. (Lo siento, papá.)
Expresar la profesión:	We are lawyers. (Somos abogados.)
Expresar la nacionalidad:	They are French. (Son franceses.)
Referirnos a lugares:	My parents are in Morocco. (Mis padres están en Marruecos.)
Describir las cosas:	It's an old film. It's not very good. (Es una película antigua. No es muy buena.)

Fijate que también utilizamos el verbo **be** para:

Expresar la edad. En español corresponde al verbo 'tener':	My sister is 10 years old. (Mi hermana tiene diez años.)
Decir cómo nos sentimos. En español corresponde también a veces al verbo 'tener':	I'm very tired today. (Estoy muy cansada hoy.) She's hungry. (Tiene hambre.)

Se emplea el pronombre **it** con el verbo **be** para:

Hablar sobre el tiempo que hace (frío, calor, lluvia, etc.). En español corresponde a veces al verbo 'hacer':	It's very cold today. (Hace mucho frío hoy.)
Expresar la hora y la fecha:	It's six o'clock. (Son las seis.) It's Monday. (Es lunes.)

Se emplean las expresiones **there** con el verbo **be** para:

Describir sitios y decir dónde están las cosas:	There is/There's a tree in my garden. (Hay un árbol en mi jardín.)
There is/There's (singular) (Hay)	
There are (plural) (Hay)	There are buses to Barcelona every hour. (Hay autobuses a Barcelona cada hora.)

Recuerda también que **be** no necesita el auxiliar **do** para las formas interrogativa y negativa:

She isn't interested in sports. (NO: She doesn't be interested in sports.)
Why are you always with him? (NO: Why do you always be with him?)

Ejercicios

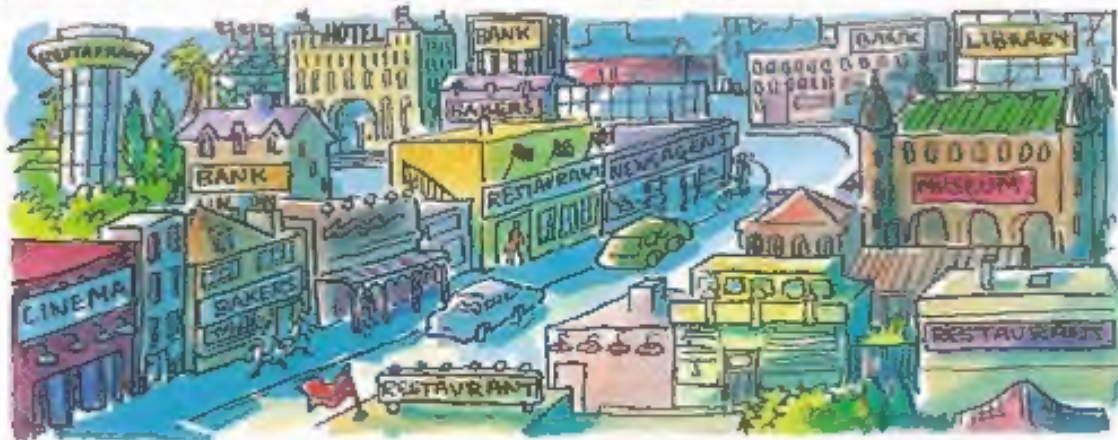
A Completa las frases con formas del verbo **be** de esta tabla.

He's She's They're It's (x 3) are is We isn't

- 0 My parents live in Scotland. They're teachers.
1 New York _____ in England. _____ in America.
2 Paul _____ from Germany. _____ German.

- 3 My sister is a doctor _____ thirty years old.
 4 _____ six o'clock! _____ are late.
 5 _____ very cold today. Let's stay at home.
 6 Look at the time! Chris and Mary _____ late.

B Utiliza *there* con el verbo *be* para describir este pueblo.



- 0 *Is there* _____ a cinema? Yes, *there's* _____ a cinema.
 1 _____ a restaurant? Yes, _____ four restaurants.
 2 _____ a library? _____ a library.
 3 _____ a museum? _____ a museum.
 4 _____ a baker's shop? Yes, _____ two baker's shops.
 5 _____ a bank? Yes, _____ three banks.
 6 _____ a luxury hotel? _____ a luxury hotel.
 7 _____ a zoo? _____ a zoo.
 8 _____ a football stadium? _____ a football stadium.

C Marisa ha traducido estas frases al inglés. ¿Qué errores ha cometido?
 Corrígelas.

- | | |
|---------------------------------------|--|
| 0 Hay tres restaurantes en mi pueblo. | There is three restaurants in my town.
<u>There are three restaurants in my town.</u> |
| 1 Hace mucho calor hoy. | It does very hot today.
_____ |
| 2 Son las tres en punto. | They are three o'clock.
_____ |
| 3 No tenemos frío. | We don't have cold.
_____ |
| 4 ¿Cuántos años tiene tu vecino? | How many years has your neighbour?
_____ |
| 5 ¿Eres médico? | You are doctor?
_____ |

3 / Present Simple (1)

Afirmativa

I know
You know
He / she / it knows
We know
You know
They know

La tercera persona del singular siempre acaba en -s:

I start	He starts
We swim	She swims

Cuando el verbo acaba en -ch, -o, -sh, -ss, se añade -es:

I watch	He watches
You do	She does
We wash	He washes
They go	It goes

Cuando el verbo acaba en consonante + -y, la terminación es -ies:

I study	She studies
It fly	It flies

Negativa

Infinitivo	Forma negativa
do not know	don't know
you do not know	You don't know
He does not know	He doesn't know
She does not know	She doesn't know
It does not know	It doesn't know
We do not know	We don't know
You do not know	You don't know
They do not know	They don't know

Interrogativa

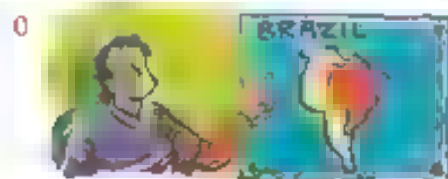
Do I know?
Do you know?
Does he know?
Does she know?
Does it know?
Do we know?
Do you know?
Do they know?

Exerciti

A Completa las frases con la terminación correcta (-s/-es/-ies) del verbo entre paréntesis.

- 0 He works (work) in a bank
- 1 She _____ (study) very hard
- 2 He _____ (watch) TV every day
- 3 The film _____ (finish) at 10 o'clock
- 4 She _____ (go) to work by car
- 5 He _____ (speak) Italian and English

B Haz frases en Present Simple con ayuda de los dibujos.



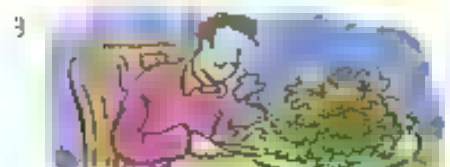
He doesn't live (not live) in Mexico.
He lives (live) in Brazil



We _____ (live) in Ireland
We _____ (not live) in Spain.



They _____ (not speak) French
They _____ (speak) Italian



He _____ (not eat) meat
He _____ (eat) salads.



He _____ (watch) TV in the evening.
He _____ (not watch) TV in the morning

C Completa las preguntas en Present Simple con **do/does**.

- 0 ~~Does~~ _____ Alan use a computer?
- 1 _____ Spanish tourists speak French?
- 2 _____ they eat salads every day?
- 3 _____ Mary play tennis at school?
- 4 _____ the children like milk?
- 5 _____ you go to the park on Sunday?

D En la siguiente entrevista, la cantante Angelina Woods contesta preguntas sobre su vida y sobre su marido Tommy. Completa las preguntas con la información de la tabla.

like films listen to the radio watch TV play golf drink coffee live in London
\ speak any foreign languages like dogs

Questions

- 0 Do you live in London ?
- 0 Does Tommy play golf ?
- 1 _____ ?
- 2 _____ ?
- 3 _____ ?
- 4 _____ ?
- 5 _____ ?
- 6 _____ ?

Answers

- Yes, I live in North London
- No, but he plays tennis
- Yes, I speak French
- Yes, I like all the programmes on TV.
- Yes, he listens to the radio in the morning.
- No, but he loves cats
- No, I don't like films.
- Yes, he has two cups in the morning.

Utilizamos el Present Simple para:

Elirar de nuestros sentimientos y pensamientos.

Acciones habituales que se repiten regularmente.

She **loves** football. (Le encanta el fútbol.)

He **doesn't know** that man. (No conozco a ese hombre.)

I **wake up** at 7.30 **every day**.

(Me despierto a las 7.30 todos los días.)

I **often go** for a walk in the park.

(A menudo voy un paseo por el parque.)

En el segundo caso el verbo suele ir acompañado de adverbios de frecuencia:

0%	never	100%	always
5%	hardly ever	90%	usually
10%	rarely	80%	normally
30%	sometimes	70%	often

Los adverbios de frecuencia se colocan detrás del verbo *be* o de un verbo auxiliar (*have*, *must*), pero delante de cualquier otro verbo:

He **is always** hungry. (Él siempre tiene hambre.)

You **must never** swim after a big meal. (Nunca debes bañarte después de una comida pesada.)

I **usually** walk to work. (Habitualmente voy al trabajo a pie.)

She **hardly ever** drinks coffee. (Ella casi nunca bebe café.)

Existen otras expresiones de frecuencia más largas, que se colocan al final de la frase:

Every ..	day
Once a ..	week
Twice a ..	month
Three times a ..	year

I **play tennis once a week**. (Juego al tenis una vez en semana.)

I **drink coffee every day**. (Bebo café todos los días.)

Ejercicio

A Escribe frases en Present Simple describiendo las cosas que a Peter le gustan o no. (✓ = like, ✓✓ = love, X = not like, XX = hate)

0 (tennis X) He **doesn't like** tennis. _____ 3 (his job ✓✓)

0 (music ✓✓) He **loves** music. _____ 4 (fish XX)

1 (coffee ✓) He _____ 5 (holidays ✓✓)

2 (films X) He _____ 6 (golf X)

- B** Completa las frases utilizando el Present Simple de los verbos de esta tabla. Sólo puedes utilizarlos una vez.

prefer not know love feel hate think dislike not understand

- 0 She thinks that films are fantastic. She *loves* films.
- 1 I _____ sick. Can I have a glass of water please?
- 2 I don't know the answer because I _____ the question.
- 3 What's her favourite music? Does she _____ classical music or rock and roll?
- 4 I _____ he's tired. He works too hard.
- 5 We _____ that new painting. We think it's terrible!
- 6 I always invite them but they never come. Do you think they _____ parties?
- 7 I want to telephone Jane, but I _____ her phone number.

- C** Los dibujos muestran las costumbres de Philip y Elizabeth. Escribe una frase en Present Simple para cada acción con ayuda de la tabla.

get up early (always)
watch TV (sometimes)
go for a walk on Sunday (usually)
eat Italian food (often)
go to the cinema (rarely)
travel abroad (hardly ever)
take taxis (rarely)
feel unhappy (never)

- 0 They rarely go to the cinema.
- 1 They _____
- 2 They _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____



- D** Identifica y corrige los errores en estas frases

- 0 Chemistry likes to Sergio. *Sergio likes Chemistry.*
- 1 They go never to school.
- 2 He don't play tennis very well.
- 3 She smoke a lot.
- 4 Do he work very hard?
- 5 We not eat meat.
- 6 My parents arrive late usually.

5 Present Continuous

Se forma con **be + verbo en gerundio (-ing)**.

I am eating. Estoy comiendo. **They are singing.** (Están) cantando.

Para construir el gerundio se añade la terminación **-ing** al verbo.

listen + listening play + playing work + working read + reading

Pero algunas formas son irregulares.

Los verbos acabados en vocal + consonante duplican la consonante:

win + winning
get + getting
shop + shopping

swim + swimming
sit + sitting
travel + travelling

Los verbos acabados en **-e** pierden la terminación **-e**:

dance + dancing
write + writing

shine + shining

Los verbos acabados en **-ie** cambian la terminación por **-ying**:

lie + lying

AFIRMATIVA

contracción

I am eating	I'm eating
You are eating	You're eating
He/She/It is eating	He's/She's/It's eating
We are eating	We're eating
You are eating	You're eating
They are eating	They're eating

INTERROGATIVA

Am I eating?
Are you eating?
Is he/she/it eating?
Are we eating?
Are you eating?
Are they eating?

NEGATIVA

contracción

I am not eating	I'm not eating
You are not eating	You aren't eating
He/She/It is not eating	He/She/It isn't eating
We are not eating	We aren't eating
You are not eating	You aren't eating
They are not eating	They aren't eating

El Present Continuous se utiliza para expresar acciones que están ocurriendo en el momento presente.



El autobús está llegando.

Ejercicios

A ¿Qué estás haciendo en este momento? Escoge verbos de la tabla para escribir frases verdaderas.

studying talking singing sleeping working driving
walking writing running flying learning English

0 I am learning English. _____ 4 My brother/sister is _____
1 My friends are _____ 5 The birds are _____

- 2 My father is _____ 6 People outside are _____
 3 The teacher is _____ 7 We are _____

10 Escribe frases afirmativas y negativas en Present Continuous

- 1 George _____ sleep He _____ eat breakfast
 2 They _____ sit in the garden They _____ work
 3 This woman _____ take a photograph She _____ play golf
 4 My grandfather _____ write a letter He _____ run in the park
 5 We _____ spend the weekend in the mountains The sun _____ (not shine)
 6 The students _____ (travel) by bus. They _____ (not walk) to the museum

11 Pon en el orden correcto las siguientes preguntas.

- 0 enjoying your work, are you? *Are you enjoying your work?*
 1 she/having/lunch/is?
 2 playing/football/are/they?
 3 it/raining/again/is?
 4 the cat/is/sleeping?
 5 are/winning/the match/we?
 6 he/drinking/naw/is/coffee?

12 Haz preguntas y respuestas en Present Continuous con la información siguiente.

Questions

Answers

- | | |
|---|---|
| 0 she work in Peru this year?
<i>Is she working in Peru this year?</i> | (No, she study in Mexico)
<i>No, she is studying in Mexico</i> |
| 1 (you learn/Maths today)? | (Yes, I study very hard) |
| 2 (they/listen/to the radio)? | (No, they/play/CDs) |
| 3 (Peter/wash/naw)? | (Yes, he/have/a bath) |
| 4 they live in Salamanca at the moment? (Yes, they visit their family) | |
| 5 David sing in a group this year? | (No, he work in a restaurant) |

Observa los diferentes usos del Present Simple y el Present Continuous.

PRESENT SIMPLE	PRESENT CONTINUOUS
<p>Para verdades universales, que no cambian con el tiempo:</p> <p><i>Journalists write newspaper articles.</i> (Los periodistas escriben artículos periodísticos.)</p>	<p>Para actividades que están ocurriendo en el momento presente:</p> <p><i>She is writing an article for tomorrow's newspaper.</i> (Ella está escribiendo un artículo para el periódico de mañana.)</p>
<p>Para situaciones habituales y hechos que se repiten con frecuencia:</p> <p><i>Jane travels a lot in her job.</i> (Jane viaja mucho por su trabajo.) <i>My brother talks to his girlfriend on the phone every day.</i> (Mi hermano habla por teléfono con su novia todos los días.)</p>	<p>Para situaciones actuales, que pueden cambiar en cualquier momento:</p> <p><i>Jane's travelling around Europe for a month.</i> (Jane está viajando un mes por Europa.) <i>My brother is talking to his girlfriend on the phone at the moment.</i> (Mi hermano está hablando por teléfono con su novia en este momento.)</p>
<p>Se acompaña con adverbios de frecuencia (never, hardly ever, sometimes, often, usually, always):</p> <p><i>I often go to football matches on Sundays.</i> (Voy al fútbol con frecuencia los domingos.)</p>	<p>Se acompaña con adverbios relacionados con el presente (now, today, at the moment):</p> <p><i>It's Sunday. I am going to a football match now.</i> (Es domingo. Estoy yendo a un partido de fútbol ahora mismo.)</p>
<p>Con los verbos de sentimientos y pensamiento (like, dislike, love, hate, want, know, remember, understand, mean) sólo se puede utilizar el Present Simple, y no el Present Continuous:</p> <p><i>Garfield hates Mondays.</i> (Garfield odia los lunes.) <i>I don't know that person.</i> (No conozco a esa persona.)</p>	<p>Con los verbos de sentimientos y pensamiento (like, dislike, love, hate, want, know, remember, understand, mean) no se puede utilizar el Present Continuous:</p> <p><i>I am not knowing that person.</i> El verbo think puede utilizarse en Present Continuous cuando se refiere a la actividad mental, y no cuando sirve para expresar opiniones. <i>I am thinking of my family.</i> (Estoy pensando en mi familia.) <i>I think my family has arrived.</i> (Crea que mi familia ha llegado.)</p>

A Pon el verbo entre paréntesis en Present Simple o Present Continuous

- Peter: What *are you doing* (you/do)?
- John: I *finish* (finish) my homework.
- Steve: How *does she travel* (your sister/travel) to work every day?
- Mary: She *take* (take) the bus.
- Paul: What *do you eat* (you/eat)?

- 5 Jill: An apple. It's delicious! I _____ (love) apples.
 6 Carlos: Look! It _____ (snow).
 7 Hans: It _____ (snow) every year in my country.
 8 Sheila: What _____ (Joanna/do)?
 9 Bill: I _____ (think, she's an actress - but she ~~work~~ in a restaurant this month).

B Ana está escribiendo su primera carta en inglés a David, y ha cometido algunos errores. Revisa los verbos y corrígelos si es necesario.

Dear David,

I live ⁰ ✓ _____ in a large flat in Rome. I'm having
⁰ have two sisters. They are called Rosa and Maria. We are
 getting up _____ at seven o'clock every morning, and we
 have ² _____ coffee and a small breakfast. I leave
 _____ the flat at eight and walk to the university. I am
 finishing ⁴ _____ classes at five every day, and I arrive
⁵ _____ home at six. This month I work
 _____ very hard for my first exams. On Saturday afternoons
 I am playing ⁷ _____ tennis with my friends, or I go
 _____ to the cinema. Today, I'm going to see a new English
 film. Are you liking ⁹ _____ films?

Please write to me soon

With best wishes,

Anna

C Traduce las siguientes frases.

- 0 Me encanta el té. *I love tea.*
 1 Me acuesto todos los días a las 23:00.
 2 ¿Qué haces? Soy profesora.
 3 Está lloviendo otra vez. Siempre llueve en noviembre.
 4 ¿En qué estás pensando?
 5 Casi nunca me olvido el paraguas.
 6 Tengo clases de química tres veces en semana.
 7 ¿Qué hace John? Está limpiando el coche.

AFIRMATIVA

Come! (Ven/Venid.)

Wait! (¡Pase! ¡Espere!)

NEGATIVA

Don't come! (No vengas./No vengáis.)

Don't wait! (No pases./No espere.)

Utilizamos el imperativo para

Dar instrucciones

Turn right at the corner. (Girar a la derecha en la esquina.)

Hacer advertencias

Be careful! (¡Ten cuidado!)

Dar consejos

Take an aspirin. (Tómate una aspirina.)

Pedir favores

Pass the bread, please. (Pásame el pan por favor.)

Ofrecer cosas

Have another cup of coffee. (Tómese otra taza de café.)

Manifestar buenos deseos

Have a good trip! (¡Buen viaje!)

Fíjate que añadimos **please** al imperativo cuando queremos ser más corteses y agradables.

Wait here, please. (Por favor, espere aquí.)

Please listen. (Escuche, por favor.)

Ejercicios

A Completa las frases con los imperativos de la tabla. Sólo puedes usarlos una vez.

turn left don't wait don't forget stop the car don't listen pass don't be late take

- _____ for me. I'm busy tonight.
- _____ an umbrella with you. It's raining.
- _____ at the end of the road.
- _____ to take your passport.
- _____ There's a cat in the road.
- _____ the salt, please.
- _____ to that music. It's terrible.
- _____ The bus leaves at 9 o'clock.

B ¿Qué dicen estas personas? Utiliza las palabras de la tabla para construir un imperativo para cada dibujo.

pass the water please don't touch it have an orange juice come in
don't forget your umbrella turn right listen to me! look out help me!

- Help me!





1 Mark le escribe a una amiga. Completa la carta con los siguientes verbos en afirmativa o negativa. Escribe una palabra en cada espacio.

open forget come be bring have turn wait drink,

20 Belview Road, Alicante

Dear Almudena,

0 _____ and see me next weekend. I'm staying in a house by the sea.
1 _____ to bring your little sister with you! It's difficult to find
the house. When you get to the town, 2 _____ right and drive to the corner.
3 _____ careful because it is a dangerous road! 4 _____ a sweater with
you too, because it is cold in the evenings here. If I am not at home when you
arrive, 5 _____ for me. There is a key to the house under the
big white stone in the garden. 6 _____ the front door and 7 _____
some orange juice by the swimming pool. 8 _____ a good journey!

Best wishes,

Mark

Present Simple o Present Continuous, Imperativo

A Utiliza el Present Simple para escribir frases sobre las actividades que María realiza o no realiza en su vida diaria. Coloca el adverbio entre paréntesis donde corresponda.

- | | |
|---|---------------------------------------|
| 0 (✓) Get up at 7.00. (usually)
<i>María usually gets up at 7.00</i> | 4 (✓) Study in the afternoon. (often) |
| 1 (X) Walk to school. (normally) | 5 (✓) Go to the gym. (twice a week) |
| 2 (✓) Be at school till 2.30. (always) | 6 (X) See her friends. (on weekdays) |
| 3 (X) Have lunch at school. (normally) | 7 (X) Stay up till late. (usually) |

B Describe las escenas siguientes utilizando una frase en Present Continuous.

- | | |
|--------------------------------------|-----------------------------------|
| 0 (He/sleep)
<i>He's sleeping</i> | 4 (Susana/not watch/TV, she/read) |
| 1 (The students/play basketball) | 5 (We/have a great time) |
| 2 (Paolo/wait/for the bus) | 6 (Tom/iron) |
| 3 (Our team/win) | 7 (Sandra/not talk/to her dad) |

C Elige la forma correcta para completar los diálogos siguientes (Present Simple o Present Continuous)

- 0 A: Your school report is excellent. How *are you managing* do you manage?
B: Well, I always pay/I am always paying attention in class.
- 1 A: Do you like/Are you liking my new pair of jeans?
B: I love/am loving them!
- 2 A: Martha, are the children coming/do the children come with us now?
B: No, they aren't/they don't. They're having lunch/They have lunch at the moment.
- 3 A: Excuse me. Do you speak/Are you speaking French?
B: Sorry, I don't/am not. But I speak/I am speaking English quite well.
- 4 A: Are you knowing/Do you know the answer to this question?
B: No, I'm studying/I study for the exam right now.
- 5 A: Does your mother usually help/is your mother usually helping you with your homework?
B: Yes, we often do, we are often doing it together after school.

- Completar las instrucciones del profesor. Utiliza el imperativo afirmativo o negativo.**



Please, ⁰ sit down and ¹ _____ (open) your books.

² _____ (go) to page 22, ³ _____ (read) the text but ⁴ (not answer) the questions yet

Now, ⁵ _____ (switch on) your computers but ⁶ _____ (not start) working yet. First, ⁷ _____ (look) at the words on the blackboard ⁸ _____ (try) to guess their meaning but ⁹ _____ (not translate) them into Spanish

- 7. Siete de las siguientes frases son incorrectas. Identifica el error y corrígelo.**

0 We reading a very interesting book!

we are reading a very interesting book!

1 You normally go to the beach in the summer?

2 Spanish people don't usually have tea in the afternoon.

3 Listen! They play a very nice song.

4 Our teacher live in a very nice apartment.

5 I'm wanting a big chocolate ice-cream

6 He don't get up early on Sundays.

7 My friend and I like travelling together.

8 I have always lunch at home

9 Not go now! It's very late

AFIRMATIVA

I was
You were
He/She/It was
We were
You were
They were

NEGATIVA

(contracción)

I was not (wasn't)
You were not (weren't)
He/She/It was not (wasn't)
We were not (weren't)
You were not (weren't)
They were not (weren't)

INTERROGATIVA

Was
Were you
Was he/she
Were we
Were you
Were they

It was cold outside last January. (Hacía frío fuera en enero.)

She wasn't a doctor. (Ella no era médico.)

Were they in New York last week? (¿Estuvieron en Nueva York la semana pasada?)

Recuerda que se emplea el pronombre **it** con el verbo **be** para:

Hablar sobre el tiempo que hace (frío, calor, lluvia, etc.). En español corresponde a veces al verbo 'hacer'

It was very cold yesterday. (Hizo mucho frío ayer)

Expresar la hora y la fecha:

It was six o'clock. (Eran las seis.)

It was Monday. (Fue lunes.)

Se emplean las expresiones **there** con el verbo **be** para:

Describir sitios y decir dónde están las cosas

There was a dog in the garden. (Había/Hubo)

There was a tree in my garden.

(Había/tubo un árbol en mi jardín.)

There were people in the street. (Había/Hubo)

There were buses to Barcelona every hour.

(Había autobuses a Barcelona cada hora.)

A Rescribe estas frases para hablar del pasado

TODAY

- 1 I'm at home.
- 2 Jane and Michael are tired.
- 3 She's in the park.
- 4 It's a sunny day.
- 5 You're late.
- 6 They aren't hungry.
- 7 We aren't at work.
- 8 I'm thirsty.

YESTERDAY

I was at home.

- 8 You aren't at school!
- 9 We're at the cinema
- 10 Paula isn't happy
- 11 Everyone is excited
- 12 I'm not afraid

C Giovanni visitó Madrid el fin de semana pasado. Haz preguntas sobre su visita utilizando *was/were*.

- 0 (your hotel/good?) *Was your hotel good?*
- 1 (your room/comfortable?)
- 2 (the weather/nice?)
- 3 (the streets/full of people?)
- 4 (the shops/expensive?)
- 5 (the city/exciting at night?)
- 6 (the museums/interesting?)
- 7 (the people/friendly?)
- 8 (your flight/OK?)

D Completa estas conversaciones con *was/wasn't/were/weren't*.

Peter: 0 *Was* Paul at work today?

June: No, he 1 _____ in the office. I think he's sick.

Henry: 2 _____ you in South America last year?

Steve: Yes, I 3 _____ in Bolivia on business, and then my wife and I 4 _____ in Brazil for a holiday.

Paula: Philip and I 5 _____ at home in London last week. We 6 _____ at Mike's house in Cornwall. It was lovely there. Do you know Mike?

Jane: Yes, I 7 _____ at Mike's party in Oxford in the summer. 8 _____ you there?

Paula: No, we weren't there. Philip and I 9 _____ in Portugal in the summer.

D Corrige estas frases.

- 0 I had hunger. *I was hungry.*
- 1 Wasn't very hot
- 2 How old was you?
- 3 She didn't be with me
- 4 Were twelve o'clock
- 5 Was sunny?
- 6 There was six men

Afirmativa	Negativa	Contracción	Interrogativa
I walked	did not walk	didn't walk	Did I walk?
You walked	you did not walk	you didn't walk	Did you walk?
He/she/it walked	he/she/it did not walk	he/she/it didn't walk	Did he/she/it walk?
We walked	We did not walk	We didn't walk	Did we walk?
You walked	You did not walk	You didn't walk	Did you walk?
They walked	They did not walk	They didn't walk	Did they walk?

I visited New York last year. (Visité Nueva York el año pasado.)

They did not listen to the music after lunch. (Ellos no escucharon música después del almuerzo.)

NO: They did not listened to the music after lunch.

Did she tell you that story? ¿Te contó ella esa historia? NO: Did she told you that story?

(Véase tablas F y G en la página 199.)

Utilizamos el Past Simple para referirnos a acciones que ocurrieron en el pasado. El verbo suele ir acompañado de expresiones de tiempo pasado, sobre todo fechas (*yesterday last Monday last month, two years ago, in 1981, etc.*).

I went to Salamanca two years ago. (Fui a Salamanca hace dos años.)

She left her job last summer. (Ella dejó su trabajo el verano pasado.)

Ejercicios

- A** Selecciona las formas correctas del Past Simple de estos verbos, y tacha las incorrectas. Puedes consultar las tablas E y F en las páginas 198–9 antes de hacer el ejercicio.

writed	taked	wrote ✓	gived	spent	finded	asked
sended	buyed	gave	meeted	took	left	found
met	stoped	sent	eated	bought	brought	leaved
stopped	ate	saw	did			

- B** Completa estas frases con un verbo de la tabla. Recuerda que debe estar en Past Simple y que sólo puedes usar cada verbo una vez.

visit work play drive send take arrive win

- I ~~played~~ tennis at the club yesterday evening.
- She _____ very hard for her exams.
- Paul _____ me a postcard from Morocco.
- She _____ her new car from London to Southampton.
- I _____ my brother in Madrid last month.
- The train _____ at the station at ten o'clock yesterday evening.

- 6 The French team _____ the match.
 7 We _____ a lot of photographs on holiday last year.

C Paul siempre va a Italia de vacaciones, pero el año pasado cayó enfermo al llegar, y pasó todo el tiempo en la cama. Escribe frases sobre todas las cosas que no llegó a hacer, utilizando las expresiones de la tabla y los verbos entre paréntesis, como en el ejemplo.

in the mountains swimming any new friends his Italian
 the museums in Florence football on the beach in the local restaurants

- 0 (go) He didn't go swimming _____
 1 (eat) _____
 2 (play) _____
 3 (walk) _____
 4 (improve) _____
 5 (meet) _____
 6 (see) _____

D Convierte estas frases en preguntas.

- 0 You went on holiday in the summer. Did you go on holiday in the summer?
 1 She bought a new table. _____
 2 He worked in London. _____
 3 They played tennis yesterday. _____
 4 James cooked the dinner. _____
 5 She gave a present to Anne. _____
 6 Paul left the office at six o'clock. _____
 7 You passed your exams. _____
 8 She drove to Scotland. _____

E Nuria vivió en Alemania un año. Completa este resumen de su experiencia con los verbos correspondientes en Past Simple.

stay start return work fly find live leave)

At the beginning of last year Nuria ⁰ flew to Munich. She _____ in an apartment near the city centre for ten months. She ¹ _____ in a clothes shop. After a couple of weeks Nuria ² _____ a good language school and so she ³ _____ to improve her German. After ten months Nuria ⁴ _____ Munich, and she ⁵ _____ in a small town in the mountains for two months. Then she ⁶ _____ to Barcelona.

11 Past Continuous

El Past Continuous se forma con **be** en Past Simple + verbo en gerundio **-ing**:

was eating Estaba comiendo. **They were singing** (Estaban cantando)

(Puedes consultar las normas de construcción del gerundio en la unidad sobre el Present Continuous, en la página 16.)

Afirmativa	Negativa	Interrogativa
was eating	was not/wasn't eating	Was I eating?
You were eating	You were not/weren't eating	Were you eating?
He/she/it was eating	He/she/it was not/wasn't eating	Was he/she/it eating?
We were eating	We were not/weren't eating	Were we eating?
You were eating	You were not/weren't eating	Were you eating?
They were eating	They were not/weren't eating	Were they eating?

El Past Continuous se utiliza para expresar una acción que estaba ocurriendo en un momento concreto del pasado.

A. **What were you doing at 7 o'clock last night?** ¿Qué estabas haciendo, hacías anoche a las 7 en punto?

B. **I was driving home from work.** (Estaba volviendo/Volvía del trabajo en coche)

En cambio, el Past Simple expresa una acción ya terminada.

I left work at 6.30 and I arrived home at 7.15. (Saí del trabajo a las 6.30 y llegué a casa a las 7.15.)

So you were driving home from work at 7 o'clock?

(Entonces, ¿estabas volviendo en coche a las 7 en punto?)

I lived in Japan from 1990 to 1993. (Viví en Japón desde 1990 a 1993.)

So you were living there in 1992? (Entonces, ¿vivías allí en 1992?)

A menudo los dos tiempos verbales aparecen relacionados en una frase.

When I arrived, Ann was writing postcards and Keanu was reading.

(Cuando llegué Ann estaba leyendo y Keanu estaba leyendo.)

He phoned when I was having a shower. (Llamó cuando yo estaba tomando una ducha)

While Ann was writing postcards, Keanu was reading.

(Ann escribía/estaba escribiendo postales mientras Keanu leía/estaba leyendo.)

Fíjate que en esos casos, la partícula **when** (cuando) suele aparecer con ambos tiempos verbales, pero la partícula **while** (mientras que) sólo puede introducir a un Past Continuous.



A Describe lo que hacían las personas del dibujo cuando entró Rick en la habitación. Completa las frases con un verbo de la tabla en Past Continuous.

brush watch read listen write eat paint sit play

- | | | | | | |
|---------------|-------------|-------------|-----------|-------|-----------|
| 0 George | was reading | a book. | 5 Barbara | _____ | a letter. |
| 1 Julie | _____ | a sandwich. | 6 Rita | _____ | her hair. |
| 2 Sue and Liz | _____ | cards. | 7 Alison | _____ | to a CD. |

- 3 Frank _____ television. 6 Ann _____ a picture.
4 Caroline _____ on the floor.

C Consulta la información de la tabla sobre Shirley y Kevin para completar las frases, utilizando Past Simple o Past Continuous

Shirley		Kevin	
1980-86	lived in New York	1982-90	lived in Washington
1983-86	studied at university	1983-85	did a course in Computing
1986	left university	1985-90	worked as a computer operator
1986-90	worked as a translator	1989	met Shirley
1989	met Kevin	1990-95	ran his own company
1992	married Kevin	1992	married Shirley

- 0 In 1982 Shirley *was living* in New York
1 In 1984 Kevin _____ in Washington
2 In 1984 Shirley _____ at university.
3 In 1984 Kevin _____ a course in Computing.
4 When Shirley _____ in university in 1986, Kevin _____ as a computer operator.
5 When Kevin met Shirley, she _____ as a translator.
6 While Shirley _____ as a translator she _____ Kevin
7 In 1992 Kevin _____ his own company.
8 While he _____ his own company, Kevin _____ Shirley

C Pon los verbos entre paréntesis en Past Continuous o Past Simple.

- 0 It *was raining* (snow) when I left home this morning.
1 It was a sunny afternoon and people _____ (sit) on the grass in the park. Then suddenly it _____ (start) to rain.
2 A: I tried to explain my problem to her.
B: _____ (she/listen)?
3 He _____ (talk) on the phone when I arrived, but when he _____ (see) me, he _____ (finish) the call.
Perhaps he thought that I _____ (listen) to his conversation.
4 I nearly had an accident today. A car _____ (come) towards me but I moved quickly out of the way and fortunately nothing _____ (happen).
5 A: Which hotel _____ you stay in when you lost your passport?
B: I don't remember. I _____ (visit) many places during my European tour and I _____ (stay) in many different hotels.
6 I _____ (move) to London in 1990. I _____ (not live) in London when I met them.
7 _____ a lot of people _____ (wait) for the 6.30 bus last night?

12 Present Perfect (1)

El Present Perfect se forma con **have** en presente + verbo en participio (-ed):

I have finished. (He terminado.)

Afirmativa	Negativa	Interrogativa
I have I've arrived	have not (haven't) arrived	Have I arrived?
You have you've arrived	You have not haven't arrived	Have you arrived?
He/She/It has Has She's/It's arrived	He/She/It has not (hasn't) arrived	Has he/she/it arrived?
We have we've arrived	We have not (haven't) arrived	Have we arrived?
You have You've arrived	You have not haven't arrived	Have you arrived?
They have They've arrived	They have not (haven't) arrived	Have they arrived?

Los verbos regulares construyen su participio con la terminación **-ed**:

Infinitivo	Pasado Simple	Participio	Preterito Perfecto
play	played	played	I have played
travel	travelled	travelled	we have travelled

Los verbos irregulares construyen formas diferentes de participio. Puedes consultarlas en la tabla G de la página 199.

Infinitivo	Pasado Simple	Participio	Preterito Perfecto
meet	met	met	I have met
go	went	gone	She has gone

Se utiliza el Present Perfect para hablar sobre las experiencias que hemos tenido o no en nuestra vida y para acciones muy recientes, que acaban de ocurrir:

I have not seen a dinosaur. (No he visto un dinosaurio.)

She has been to Brazil. (Ella ha estado en Brasil.)

The rain has stopped. (Ha dejado de llover.)

My father has arrived. (Mi padre acaba de llegar.)

Ejercicios

A Construye frases afirmativas o negativas en Present Perfect con las palabras entre parentesis. Utiliza contracciones en las formas verbales.

- (He/lose/his passport) *He's lost his passport.*
- (We/not/finish/our work) *We haven't finished our work.*
- (They/buy/a new house)
- (I/visit/New York/five times)
- (They/go/to the cinema)
- (You/eat/four bananas)
- (She/not/travel/far)
- (I/not/do/any homework/this week)
- (We/not/study/French)

Ahora construye frases interrogativas en Present Perfect.

- 0 (She/see/her sister?) *has she seen her?* 7
 B (They/phone/the doctor?) 7
 9 (You/take/any photographs?) 7
 10 (He/make/any mistakes?) 7
 11 (We/watch/any television today?) 7

D James está escribiendo sus memorias. Completa las frases sobre su vida con el participio del verbo entre paréntesis.

- 0 I've *seen* (see) a lot of beautiful places in my life
 and I've *done* (do) a lot of interesting things.
 1 I've (travel) in North and South America.
 2 I've (visit) all the big American cities.
 3 I've (drive) across Mexico.
 4 I haven't (be) to Argentina.
 5 I've (swim) in the Pacific Ocean.
 6 I've write thousands of postcards to my friends and my family.
 7 I've (eat) in the best restaurants in Paris.
 8 I've (sing) Italian opera in Venice.
 9 I've (make) many friends.



E Completa estas conversaciones con los verbos de la tabla. Utiliza las contracciones del Present Perfect

open not eat leave not drink have see lose not finish go

- 0 A: Can I speak to Paula, please?
 B: I'm sorry. She *'s left*.
 1 A: Where's Mike?
 B: He to the bank.
 2 A: Would you like to come for a walk?
 B: No, thanks. We're tired and we any lunch.
 3 A: Mary and Philip?
 B: No, I don't know where they are.
 4 A: Is the cat in the garden?
 B: Yes, she is. I the door but she doesn't want to come into the house.
 5 A: Are you coming home now?
 B: No, I'm going to be late. I my work.
 6 A: You your coffee?
 B: No. It's too hot and you've put sugar in it.

13 already, just

Este tiempo a menudo aparece acompañado de las siguientes partículas

ever (alguna vez, en alguna ocasión): para preguntar sobre experiencias	Have you ever been to Australia? (¿Has estado alguna vez en Australia?) Have you ever eaten Japanese food? (¿Has comido alguna vez comida japonesa?)
never (nunca)	I've never been to Australia. Nunca he estado en Australia. I've never eaten Japanese food. (Nunca he comido comida japonesa.)
yet (todavía no): Aparece en oraciones interrogativas y negativas. Fíjate en su posición a final de la frase	Have you eaten your sandwich yet? (¿No te has comido el bocadillo todavía?) She hasn't sung her song yet. (Ella todavía no ha cantado su canción.)
already (ya) Se utiliza normalmente en oraciones afirmativas.	I've already eaten my sandwich. Ya me he comido el bocadillo. She's already sung her song. (Ella ya ha cantado su canción.)
just (ahora mismo, hace un momento): para acciones muy recientes	She's just lost her watch. Acaba de perder el reloj. Their plane has just arrived! (Su avión acaba de llegar.)

Observa también las diferencias entre el Present Perfect de *be* y de *go*:

He's gone to Paris. (Ha ido a París.)	Sigue en París, no ha regresado aún
He's been to Paris. (Ha estado en París.)	Recientemente, y ya ha vuelto de su viaje. Conoce París.

Ejercicios

A Haz preguntas sobre las experiencias de Andrew utilizando el Present Perfect acompañado de **ever**.

- | | |
|----------------------------------|--------------------------------|
| 0 (you/be/to Jamaica?) | Have you ever been to Jamaica? |
| 1 (you/drive/a Rolls-Royce?) | _____ |
| 2 (you/visit/Buckingham Palace?) | _____ |
| 3 (you/meet/a famous film star?) | _____ |
| 4 (you/see/a whale?) | _____ |
| 5 (you/be/to Kenya?) | _____ |
| 6 (you/have/a Mexican meal?) | _____ |

Este tiempo se utiliza a menudo con expresiones de tiempo acompañadas por las preposiciones **for** y **since**.

for (desde hace): introduce un periodo de tiempo

past 1 2 3 4 5 6 (now)
for a year

I've lived near that family for a year

(He vivido/Vivo cerca de esa familia desde hace un año.)

since (desde desde que): introduce un momento concreto

past 2003 2004 2005 now
since 2004

I've lived near that family since 2004

(He vivido/vivo cerca de esa familia desde 2004.)

NO: I live near that family since 2004.

I've known them since I moved to Manchester

(Les conozco desde que me mudé a Manchester.)

NO: I've known them since that I moved to Manchester

A menudo estas expresiones son la respuesta a la pregunta **How long** (desde cuándo, cuánto tiempo hace que ...) + **Present Perfect**:

How long have you had that car? (Desde cuándo tienes ese coche?)

Oh, I've had it for a long time. (Lo tengo desde hace mucho tiempo.)

I've had it since May. (Lo tengo desde mayo.)

A since/for. Completa estas frases con la preposición correcta.

- 0 She has worked as a secretary **SINCE** 1991.
- 1 They have been married a few years.
- 2 They have lived in Manchester a long time.
- 3 He's written 5 books I met him
- 4 We haven't seen them several weeks.
- 5 I haven't been to the beach last summer.
- 6 Have you used the phone you arrived?
- 7 We haven't heard any noise many hours.
- 8 Has she studied hard yesterday?

B Contesta a las preguntas utilizando la información entre paréntesis y la preposición **since/for**.

- 0 How long have you lived in Brazil? (10 years)
I've lived in Brazil for ten years.
- 1 How long has she had that job? (2001)

- 2 How long has he attended this school? (two years)
- 3 How long have you been friends? (last year)
- 4 How long has she studied Maths? (she was at elementary school)
- 5 How long have they worked in that factory? (six months)
- 6 How long has he had that watch? (last week)
- 7 How long has the washing machine been out of order? (many days)

C Construye frases utilizando el Present Perfect acompañado de for o since.

- 0 (I/not/play/tennis/last summer)
I haven't played tennis since last summer.
- 1 (I/know/her/more than ten years)
- 2 (I/not/eat/anything/lunchtime.)
- 3 (you/live/in this town/a long time?)
- 4 (Jill/be a good friend we were at school together)
- 5 (you/see/Jack/the party last week?)

D Traduce estas frases.

- 0 Estoy en casa desde hace tres horas.
I've been at home for three hours.
- 1 No la vemos desde 1990
- 2 ¿Desde cuándo está Leila en tu colegio?
How long has Leila been at your school?
- 3 No llueve desde abril.
- 4 Son amigos desde que se conocieron en 1997
- 5 ¿Desde cuándo trabajas en esa agencia de viajes?

Observa los diferentes usos de estos tiempos.

PAST SIMPLE

Para acciones que ocurrieron en un momento preciso del pasado:

*When did Margaret go to India? Last June.
(¿Cuándo fue Margaret a la India? El pasado junio.)
met John at 4 o'clock.
(Conoció a John a las 4 en punto.)*

Para acciones completamente acabadas.

*I lived in India in 1980.
(Viví en la India en 1980.)*

Se acompaña con expresiones de tiempo pasado (yesterday, last X, X ago).

I took my Maths test yesterday/several days ago. (Me examiné de matemáticas ayer/hace varios días.)

Fíjate que ago se coloca detrás del período de tiempo, y no delante
twelve years ago (hace doce años)

Se usa en contestación a la pregunta *When* (cuándo) o *How long ago* (cuánto tiempo hace que):

*When did you buy that car?
(¿Cuándo compraste ese coche?)
How long ago did you buy that car?
(¿Cuánto tiempo hace que compraste ese coche?)
I bought it a few months ago
(Lo compré hace unos cuantos meses.)*

Se usa también en contestación a la pregunta *How long*, para un período de tiempo acabado.

*How long did you have that car?
(¿Cuánto tiempo tenías ese coche?)
I had that car for two years.
(= no lo tengo todavía)*

Recuerda que no es posible contestar con las expresiones de tiempo de la columna derecha para referirse a un período de tiempo acabado

NO: *I bought it since January/for a few months.*

PRESENT PERFECT

Para experiencias que han ocurrido en algún momento indeterminado o que han sucedido recientemente:

*Margaret has been to India.
(Margaret ha estado en la India.)
I've just met John.
(Acabo de conocer a John.)*

Para situaciones que comenzaron en el pasado pero que continúan en el momento presente:

*I've lived in India since then.
(Viví/he vivido en la India desde entonces.)*

Se acompaña con *ever/never yet, already*

*Have you ever taken a Maths test? (¿Te has examinado de matemáticas en alguna ocasión?)
I haven't taken my Maths test yet. (Todavía no me he examinado de matemáticas.)
I have already taken my Maths test.
(Ya me he examinado de matemáticas.)*

A menudo las expresiones de tiempo llevan las preposiciones *since/for*, y las preguntas se hacen con *How long* (desde cuándo):

*How long have you had that car?
(¿Desde cuándo tienes ese coche?)
I've had it for a few months.
(Lo tengo desde hace unos cuantos meses.)
I've had it since January. (Lo tengo desde enero.)*

Fíjate que no es posible utilizar las expresiones de tiempo de la columna izquierda

NO:

*When have you bought it?
I've had it yesterday/last month/a few months ago*

A Pon el verbo entre paréntesis en su tiempo correcto (Past Simple o Present Perfect)

- A: I ¹ saw _____ (see) Jack last night.
 B: Oh really? I ² _____ (not see) him or know his flow is he?
 A: We ³ _____ (go) to the theatre last Saturday.
 B: ⁴ _____ (you/enjoy) the play?
 A: Yes, it ⁵ _____ (be) very good.
 A: I ⁶ _____ (never/hear) of this group before. Are they famous in your country?
 B: Yes, they are very popular. They ⁷ _____ (be) famous in my country for years.
 A: What ⁸ _____ (you/do) last weekend?
 B: I ⁹ _____ (stay) at home. I ¹⁰ _____ (need) a rest.
 A: ¹¹ _____ (you/ever/win) a competition?
 B: Yes, I ¹² _____ (win) a photographic competition in 1992.
 A: So, John is your best friend? ¹³ _____ (you/meet) him when you were at university?
 B: Yes. We ¹⁴ _____ (be) friends for more than ten years.

B Completa este texto sobre el metro de Londres utilizando el tiempo correcto de los verbos entre parentesis. Utiliza el Past Simple o el Present Perfect.

The London Underground

London ¹ _____ (have) an underground train system since the 19th century.
 The London Underground ² _____ (start, in 1863) when engineers and workers ³ _____ (build) the Metropolitan railway. This railway line ⁴ _____ (go) from Paddington Station to Farringdon Street Station. It ⁵ _____ (be) a very short line. Eight more lines ⁶ _____ (open), since then. The world's first electric railway ⁷ _____ (open) in 1890. This line ⁸ _____ (go) from the city centre to South London. The most modern line is the Jubilee line. It ⁹ _____ (open) in 1977. Since the London Underground ¹⁰ _____ (begin) many other cities like New York and Moscow ¹¹ _____ (build) their own systems.

C Corrige las siguientes frases.

- 0 I have played tennis last week. *played tennis last week*
 1 They have finished work yet.
 2 When you bought that umbrella?
 3 Look! I have buy a new umbrella.
 4 I have bought three CDs last week.
 5 She didn't saw that film.
 6 She hasn't never seen that film.

Se construye con el Present Perfect de **be + el gerundio (-ing)**:

I've been cooking all day. He estado cocinando todo el día.)

Pero también en español se dice con frecuencia: *Llevo cocinando todo el día*

AFIRMATIVA	NEGATIVA	INTERROGATIVA
have been cooking	I haven't been cooking	Have I been cooking?
You have been cooking	You haven't been cooking	Have you been cooking?
He/She/It has been cooking	He/She/It hasn't been cooking	Has he/she/it been cooking?
We have been cooking	We haven't been cooking	Have we been cooking?
You have been cooking	You haven't been cooking	Have you been cooking?
They have been cooking	They haven't been cooking	Have they been cooking?

Se utiliza este tiempo para:

Acciones que comenzaron en el pasado y aún continúan desarrollándose en el presente:	<i>I've been listening to the music for three hours.</i> (Llevo/he estado tres horas escuchando música./ Hace tres horas que estoy escuchando música.)
Acciones que se han venido repitiendo en el pasado y todavía continúan ocurriendo.	<i>I've been taking English lessons since I was a small child.</i> (Llevo/he estado yendo a clases de inglés desde que era pequeña.)
Acciones muy recientes y que acaban de terminar o ser interrumpidas.	<i>I'm sorry I didn't hear the phone. I have been reading in the garden.</i> (Siento no haber oído el teléfono. He estado leyendo en el jardín.)

Se utiliza con:

Expresiones de tiempo acompañadas de las preposiciones <i>since</i> (desde) y <i>for</i> (desde hace), y con las preguntas introducidas por <i>How long</i> (desde cuándo, cuánto tiempo hace que ...):	<i>How long have you been waiting for your brother?</i> (¿Desde cuándo has estado esperando a tu hermano?) <i>I've been waiting for my brother for half an hour.</i> (Llevo/he estado esperando a mi hermano media hora.) <i>I've been waiting for my brother since six o'clock.</i> (Llevo/he estado esperando a mi hermano desde las 6 en punto.)
---	---

A Completa las frases con *for/since*.

- I've been working in this office since last summer.*
- Have you been doing this course for a long time?*
- I've been driving this car for more than ten years.*
- She has been planning the party from the beginning of the month.*
- George has been telling the same stories for several years.*

- 5 We've been waiting for a reply _____ we wrote to them last week.
 6 What have you been doing _____ the last time I saw you?
 7 You've been writing that letter _____ more than two hours.
 8 He's been feeling ill _____ a few days.

D Escribe una frase para cada una de estas situaciones. Utiliza el Present Perfect Continuous acompañado de expresiones de tiempo con **for/since**.

- 1 She started her course a month ago and she's still doing it.
She has been doing her course for a month.
 2 I started reading this novel last weekend and I'm still reading it.
I have been reading this novel since last weekend.
 3 It started raining at 3 o'clock and it is still raining.
 4 He started playing chess when he was 10 and he still plays it.
 5 I started work at 8 o'clock and I'm still working.
 6 Helen started looking for another job two months ago and she's still looking.
 7 We arrived here two hours ago and we're still waiting.

E Traduce las siguientes frases.

- 0 Hace tres meses que no veo a mi amiga Lucy.
I haven't seen my friend Lucy for three months.
 1 Lleva dos días lloviendo.
 2 ¿Dónde has estado todo el día? He estado estudiando japonés.
 3 Hace cinco años que estudia chino.
 4 ¿Desde cuándo llevas conduciendo ese coche viejo?
 5 Hace veinte minutos que te espero.
 6 ¿Ha terminado ya el concierto? Llevan siete horas tocando.
 7 ¿Desde cuándo llevas aprendiendo a nadar?

A Construye frases para contar lo que Samuel hizo y no hizo el sábado pasado.

0 (Samuel/wake up/quite late/on Saturday)

Samuel woke up quite late on Saturday.

1 (He/make/breakfast/for his sister)

2 (He/make/his bed/and/ tidy/his room)

3 (He not go out in the morning He/play some computer games)

4 He/have/lunch/with his family)

5 (He/go/to the shopping centre/in the afternoon)

6 (He not meet his friends He/do some shopping with his mum)

B Transforma en preguntas las frases siguientes

C You went to school yesterday *Did you go to school yesterday?*

1 The film was good

2 She was born in Africa.

3 They learnt French last year.

4 Sandra began to work in 1999

5 My classmates were very nice.

6 We bought some food at the market

C Escribe las preguntas que corresponden a las respuestas siguientes.

0 How many ~~classes~~ *classes* did you have this morning? I had six classes this morning

1 Where _____? He was born in Madrid.

2 How long _____? I waited for almost two hours

3 When _____? Paula met me after school

4 Why _____? My teacher called my mum because he wanted to talk to her

5 What _____? I bought her a CD for her birthday.

6 When _____? I did my homework in the afternoon.

D Identifica el error en cada una de las frases siguientes y corrígelo.

0 I don't have read 'El Quijote' *I haven't read 'El Quijote'.*

1 You have seen my mobile? I can't find it

- 2 Paula has wrote to me again.
- 3 Have you ever go to the beach in winter?
- 4 Patxi doesn't have called me
- 5 Jordi have already finished his breakfast
- 6 They haven't hear the bell

E Haz frases utilizando el Present Perfect. Situa los adverbios **ever, already** **yet, etc.** en el lugar que corresponda.

- 0 You be to Rome (ever)? *have you ever been to Rome?*
- 1 I/not see/this film (yet)
- 2 Lisa/work/in a shop (never)
- 3 You/meet/a famous person (ever)?
- 4 The children/eat (already)
- 5 Our English teacher/leave/school (just)
- 6 Samuel/not finish/his homework (yet)
- 7 My friends/live/in a foreign country (never)
- 8 My sister/read/this book (already)

F Completa las frases utilizando el Present Perfect de los verbos entre paréntesis seguidos de **for** o **since**.

- 1 Nathale live _____ a Spain _____ six months
My mother work _____ on this company _____ she was 17
- 2 They (study) _____ English _____ 4 years.
- 3 We (not be) _____ to Madrid _____ last year
- 4 Irina (know me) _____ many years
- 5 They (not see) _____ Paolo _____ he left the office

G Traduce las frases siguientes.

- 0 ¿Desde cuándo tienes este ordenador?
How long have you had this computer?
- 1 Fuimos a Portugal de vacaciones el verano pasado.
- 2 No he terminado este ejercicio todavía.
- 3 No veo a Pablo desde hace tres días.
- 4 ¿Has comido alguna vez en esta pizzería?
- 5 Mi familia compró este piso hace dos años.

Expresamos el futuro con el verbo **be** en presente, **going to** y el infinitivo.

It is going to rain. (Va a llover.)

Afirmativa

I am **going to** leave
You are **going to** leave
He / She / It is **going to** leave
We are **going to** leave
You are **going to** leave
They are **going to** leave

Negativa

am **not** going to leave
You are **not** going to leave
He / She / It is **not** going to leave
We are **not** going to leave
You are **not** going to leave
They are **not** going to leave

Interrogativa

Am **going to** leave?
Are you **going to** leave?
Is he / she / it **going to** leave?
Are we **going to** leave?
Are you **going to** leave?
Are they **going to** leave?

Observa que con frecuencia se emplean las contracciones de **be** al hacer frases con **be going to** + infinitivo.

He's going to spend a week by the sea. (Va a pasar una semana junto al mar.)

They're going to come. (Van a venir.)

We aren't going to go to the party. (No vamos a ir a la fiesta.)

Fíjate que **going to** es invariable y va siempre acompañado del verbo **be**.

We go to spend the weekend at my grandparents.

I going to travel to Italy for our summer holidays.

Utilizamos la forma **be going to** + infinitivo para

Expresar una intención o un proyecto futuro.

Pedir o ofrecer algo o hacer algo que va a estar disponible en el presente:

Tomorrow we're going to travel to Algeria.
(Mañana voy a viajar a Argelia.)

Look at that blue sky. It's going to be hot.
¡Mira qué cielo tan azul! Va a hacer calor.

Ejercicios

A Haz frases con **be going to** + infinitivo y las palabras entre parentesis. Utiliza las contracciones de **be** si es posible.

- 0 (I/see/a film tonight) *I'm going to see a film tonight.*
- 1 (She/buy/a new car tomorrow)
- 2 (They/not/catch/that train,
- 3 (you/have/a holiday next summer?)
- 4 (They/work/hard/the Maths test next month,
- 5 (they/win/the football match?)
- 6 (you/take/the exam in June?)
- 7 (she/not/buy/a new house)
- 8 (we/sell/our car tomorrow)

- 1** Escribe frases con **be going to** y los verbos de la tabla para predecir lo que va a suceder en los dibujos. Utiliza las contracciones de **be**.

can eat a pizza not play tennis
not win the race have a swim
watch a film make a phone call
play the piano



0 He is going to make a phone call

1 They

2 She

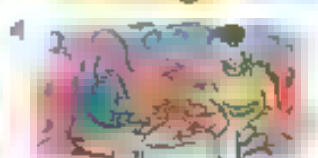
3 He

4 They

5 He

6 I

7 They _____



- 2** Andrea va a visitar Gran Bretaña por primera vez. Hazle preguntas con **be going to + infinitivo**, los verbos entre paréntesis, y las palabras de la tabla.

an umbrella in a luxury hotel to a disco fish and chips
in the sea a lot of English golf every day

0 (speak) Are you going to speak a lot of English?

1 (play)

2 (take)

3 (swim)

4 (eat)

5 (stay)

6 (go)

- 3** Pon las palabras en el orden correcto.

0 (they/to, win/are going) Are they going to win?

1 (that/she/computer/going/to/isn't/buy)

2 (he/his/visit/aunt/going/is/to)

3 (tonight/dance/we/to/are/going)

4 (finish/they/are/soon/to/going?)

5 (next/Chile/to/going/to/he/week/travel/is)

6 (eat/they/out/going/are/Saturday/on/to?)

Expresamos el futuro con **will** e Infinitivo:
I will stop work at six. (Dejaré de trabajar a las 6.)



AFIRMATIVA
 (contracción)

I will go (I'll go)
 You will go You'll go
 He/She/It will go He/She/It'll go
 We will go We'll go
 You will go You'll go
 They will go They'll go

NEGATIVA
 (contracción)

I will not go (I won't go)
 You will not go You won't go
 He/She/It will not go He/She/It won't go
 We will not go We won't go
 You will not go You won't go
 They will not go They won't go

INTERROGATIVA

Will I go?
Will you go?
Will he/she/it go?
Will we go?
Will you go?
Will they go?

Cuando el sujeto está en primera persona (I/We), a veces se utiliza **shall** en lugar de **will** para expresar el futuro:

We shall be there at two o'clock. (Estaremos allí a las dos.)
 NO: *Shall you wait for us? (¿Nos esperarás?)*

Utilizamos **will** + infinitivo para:

Predicción futura

My father will be fifty years old in the year 2007.
Mi padre tendrá 50 años en el año 2007.

Expresar una oferta, una aceptación o una promesa espontánea

Are you tired? I'll get some soup for you at the moment.
Estás aburrido? Voy a preparar una sopa en el cine.
 Yes, I'll go with you. (Sí, iré contigo.)
 NO: I go with you.

Expresar el tiempo futuro

He'll phone you when he arrives at the hotel.
Te llamará cuando llegue al hotel.

Utilizamos **I'll** + infinitivo para:

Ofrecemos a hacer algo por alguien

I'll make you a cup of coffee. (Te haré una taza de café?)
 NO: I make you a cup of coffee
 También se utiliza la expresión **Shall I** + infinitivo para el mismo contexto: *Shall I make you a cup of coffee?*

Ejercicios

A Escribe estas frases de nuevo utilizando las contracciones de **will**.

- 0 I will contact you soon. *I'll contact you soon.*
- 1 They will not phone her family
- 2 She will play tennis every weekend.

- 3 You will work as a secretary this summer.
- 4 He will not see his ex-wife again.
- 5 We will not write them letters from our new home.
- 6 It will snow heavily in the mountains.

B Completa las frases con **will** o **won't** y un verbo de la tabla. Utiliza las contracciones si es posible.

have take phone finish be (x 2) win make

- 0 A: Are you coming to the cinema on Sunday?
B: I'm not sure. I'll phone you on Saturday.
- 1 A: Don't change your clothes now. We _____ are.
B: No, we won't. We _____ a taxi.
- 2 A: George is going to have a party at the weekend.
B: Why?
A: It's his birthday. He _____ thirty on Saturday.
- 3 A: She _____ the tennis match tomorrow.
B: Why not?
A: She _____ mistakes. She always makes mistakes in important matches.
- 4 A: _____ Steve _____ the work tonight?
B: No, he won't finish. He _____ time.

C Corrige las siguientes frases.

- 0 It's late. I will drive you to school.
I'll drive you to school.
- 1 We won't be here when you get up.
- 2 The postman is at the door. I answer.
- 3 She will is very tired after her gym session.
- 4 They'll drive their new car to work?
- 5 We will aren't at home at the weekend.
- 6 Are you lost? Don't worry! I show you the way.

El Present Continuous 'be + gerundio' puede servir también para expresar el futuro
I'm flying to Brazil tomorrow. (Vuelo a Brasil mañana.)

(Para la formación del Present Continuous, véase la página 16)

El Present Continuous se utiliza para:

Acciones futuras que han sido previamente organizadas, como citas, viajes, etc. Suele ir acompañado de una fecha futura concreta.

PERO: No se utiliza para acontecimientos que están fuera de nuestro control ni para predicciones.

I am visiting the dentist next week.

Voy al dentista la semana que viene.

NO: I visit the dentist next week.

The sun is shining tomorrow.

(The sun will shine tomorrow.)

El sol brillará mañana.

The Spanish football team are winning next

Sunday. (The Spanish football team will win next

Sunday.) (El equipo de fútbol español ganará el

domingo.)

Fíjate que en este tipo de futuro, no podemos traducir literalmente la oración al español.

I am visiting the dentist next week. Estoy visitando al dentista la semana que viene.

She's flying to Athens at the weekend. Está volando a Atenas este fin de semana.

A Haz frases en Present Continuous con las expresiones de la tabla para expresar el futuro según está organizado. Emplea contracciones si es posible.

I/fly/to Florida in August

I/go/to the doctor tomorrow

I/study/English in London in May

I/see/Mary this weekend

I/eat/in a new restaurant tonight

go/to a concert next Tuesday

0 (You paid for an English course in London yesterday.)

I'm studying English in London in May.

1 (You booked a table at a new restaurant last week.)

2 (You bought a ticket for a concert last month.)

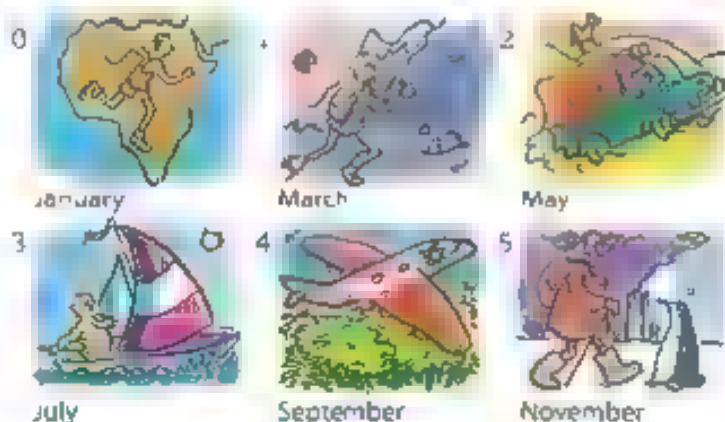
3 (You telephoned your doctor this morning.)

4 (You paid for a holiday at a travel agent's last week.)

5 (You talked to Mary on the phone this morning.)

- B** Mark es explorador y tiene previstos muchos viajes este año. Con ayuda de los dibujos y las expresiones de la tabla, haz frases en Present Continuous describiendo su futuro.

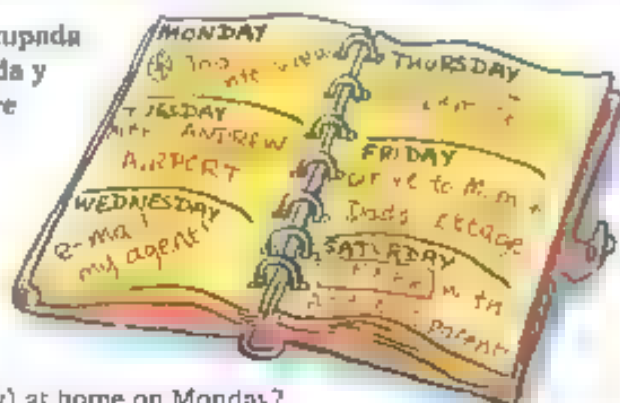
he/drives/across the Sahara
 he/walks across the Antarctic
 he/runs across Africa
 he/flys over the Amazon
 he/climbs Mount Everest
 he/sails across the Pacific



- 0 He is running across Africa in January.

1
2
3
4
5

- C** Sarah tiene una semana muy ocupada. Mira la información de su agenda y haz preguntas y respuestas sobre cada cita.



- 0 Is Sarah staying (stay) at home on Monday?
 No, she isn't. On Monday she is having a job interview.
- 1 _____ (watch) a film on Tuesday?
 No.
- 2 _____ (go) to the hairdresser's on Wednesday?
 No.
- 3 _____ (read) a book on Thursday?
 No.
- 4 _____ (listen) to the music on Friday?
 No.
- 5 _____ (go) to a restaurant on Saturday?
 No.

En inglés se utilizan varias formas verbales para referirse a futuro

will: *I'll come with you.* (Iré/Voy contigo.)

be going to: *He's going to come with us.* (Va a venir con nosotros.)

Present Continuous: *We're coming tomorrow.* (Venimos mañana.)

Utilizamos **will + infinitive** (sin **to**) para:

Decisiones repentinas	<i>I like this coat. I think I'll buy it.</i> (Me gusta ese abrigo. Creo que me lo compraré.)
Hacer predicciones sobre el futuro:	<i>In the year 2300 everybody will be happy.</i> (En el año 2300 todo el mundo será feliz.)
Ofrecerse a hacer algo por alguien.	<i>I'll clean the car for you.</i> (Te lavare/lavo el coche.)
Promesas.	<i>I'll love you forever.</i> (Te querré siempre.)
Oraciones temporales y condicionales Las identificamos fácilmente porque aparece en la oración principal:	<i>I'll phone you if I arrive early.</i> (Te llamaré si llego temprano.)
if (si...)	<i>I'll phone you when I arrive.</i> (Te llamaré cuando llegue.)
when (cuando)	<i>I'll phone you as soon as I arrive.</i> (Te llamaré en cuanto llegue.)
as soon as (en cuanto)	<i>I'll phone you before they leave.</i> (Te llamaré antes de que ellos se marchen.)
before (antes de que)	<i>I'll phone you after they leave.</i> (Te llamaré después de que se marchen.)
after (después de que)	<i>I won't phone you until I arrive.</i> (No te llamaré hasta que no llegue.)
until (hasta que...)	
Fíjate que tras estas expresiones se utiliza el presente. NO: <i>I will phone you when</i> <i>will arrive</i>	

Utilizamos **be + going to + infinitivo** para:

Hablar de nuestros planes, proyectos e intenciones para el futuro. Fíjate que para hablar de planes fijos se puede también usar el Present Continuous	<i>I am going to be a famous artist.</i> (Voy a ser una famosa artista.) <i>They are going to visit the Pacific islands</i> <i>next spring.</i> (Van a visitar las islas del Pacífico la próxima primavera.)
Predicir el futuro utilizando información disponible en el presente.	<i>He never goes to class. He is going to fail the exam.</i> (No va nunca a clase. Va a suspender el examen.)

Utilizamos **be + gerundio** (Present Continuous) para:

Citas y compromisos futuros que ya están fijados.	<i>I'm going to the dentist tomorrow at five.</i> (Voy al dentista mañana a las cinco.)
--	--

A ¿Con o sin **to**? Completa los huecos con la partícula **to** si es necesario. En caso contrario, pon una **X**.

0 If it rains, then I will X stay.

- 1 Are you going _____ visit Mary soon?
- 2 Is he arriving _____ in the next flight?
- 3 Don't worry. I won't _____ drive if I drink.
- 4 My computer has crashed. I am going _____ take it to the shop.
- 5 We are taking _____ an English test on Monday.

B Completa las oraciones con **be going to/will** y las expresiones de la tabla.

take it to the car wash	get you an aspirin	see her
go to the hairdresser's	have a shower	make some tea

- 0 Mary: Philip, I'm very thirsty.
Philip: I am too. I've already put the kettle on to boil. *I'm going to make some tea.*
- 0 Sally: What's the matter, Paul?
Paul: I've got a headache.
Sally: Oh, I *ll get you an aspirin*.
- 1 Melanie: Is your toothache better?
Jill: No, but I've phoned the dentist _____ at 10.30.
- 2 Andrew: Do you think my hair looks all right?
Sam: Not really. I think it needs a cut.
Andrew: Yes, I think so too. I _____ as soon as I can.
- 3 Mother: Where have you been with the car? It's very dirty.
Daughter: Oh dear! I'm so sorry, mom. I _____
- 4 Mike: Where's Tom?
Paul: He's just gone to the bathroom. He _____

C Dile lo que Ann va a hacer la semana próxima con ayuda de su diario. Si tiene una cita o compromiso, utiliza Present Continuous. Si se trata de un plan o intención en general, emplea **be going to**.

Monday	8:00 p.m. play tennis with Bob
Tuesday	Write some letters
Wednesday	9:00 p.m. have lunch with Jo
Thursday	Tidy my room
Friday	Get Dad a birthday present
Saturday	11:00 a.m. meet Aunt Jane
Sunday	Watch Titanic again

- 0 Ann can't see Fred on Monday because she *is playing tennis with Bob*.
- 0 She doesn't want to go out on Tuesday because she *is going to write some letters*.
- 1 She won't be at home on Wednesday evening because she _____
- 2 On Thursday Ann _____
- 3 Ann is excited about Friday because she _____
- 4 Ann can't oversleep on Saturday because at 11.00 a.m. she _____
- 5 Ann really likes films, so on Sunday she _____

22 El futuro

- A** Maria y Carmen están hablando de sus planes para el viaje de fin de curso. Utiliza *be going to* con los verbos entre paréntesis para completar su conversación.

Maria: Carmen (you, take) ⁰ *are you going to take* many clothes with you?
 Carmen: Yes, I am. I (buy) ¹ *am buying* a very big suitcase
 Maria: And we, sleep) ² *are we sleeping* in the same room?
 Carmen: Of course, but Sandra (be, ³ *is coming* with us too.
 Maria: It (be) ⁴ *isn't* very hot so I (not need) ⁵ *don't need* any warm clothes.
 Carmen: (We/have) ⁶ *are we having* a great time!

- B** Pedro está pensando en cómo será su vida dentro de 10 años. Utiliza *will* ('ll) o *won't* con los verbos y las frases entre parentesis para expresar algunas de las cosas que imagina.

In ten years' time, Pedro thinks

✓ 
 0 (He/be/a university student)
He'll be a university student.

X 
 4 (He have a cat)

✓ 
 1 (He/have/a girlfriend)

X 
 5 (He/talk any subject)

X 
 2 (He live foreign country,

✓ 
 6 (He/be/a very happy person)

✓ 
 3 (He/speak/English quite well)

C Completa las frases con **will** o **be going to**. Utiliza las contracciones de **be** y **'ll** cuando sea posible.

- 1 Some of my friends **are going to** spend their holidays at the beach.
- 2 In a few years' time, he **will be** president of Spain. She **will be** a woman.
- 3 It's my sister's birthday. I **will buy** her a present.
- 4 She's done lots of things today. She **will be** tired tonight.
- 5 If my parents let me, I **will go** with you to the party.
- 6 My parents **will take** us to Paris for the weekend.
- 7 In the future, people **will travel** to space on holidays.
- 8 It's hot. I **will have** a swim after school.

D ¿Cuál es la frase correcta?

- 0 Look! It's going to rain in a minute. / Look! It'll rain in a minute.
- 1 This bag is very heavy. I'm going to carry it for you! / I'll carry it for you!
- 2 I'm going to get a job when I finish school. / I'll get a job when I finish school.
- 3 We are taking the train this evening at 7:00. / We're going to take the train this evening at 7:00.
- 4 What are you going to do after this class? / What will you do after this class?
- 5 They say that in the year 2050, everybody will have a computer at home. everybody is going to have a computer at home.
- 6 When are you meeting Marisa? / When will you meet Marisa? At 7:40 tomorrow.

E Traduce las frases siguientes.

- 0 Angela dice que va a casarse, pero no sabe cuándo.
Angela says that she is going to get married but she doesn't know when.
- 1 Cogemos el avión mañana por la mañana.
- 2 Mi hermana va a cambiar de trabajo muy pronto.
- 3 Empezaré la universidad el año que viene.
- 4 La veremos, si llegamos a tiempo.
- 5 ¿Quién será nuestro profesor de inglés el año que viene?
- 6 Te llamaré, en cuanto termine de estudiar.

Algunos verbos en inglés van siempre acompañados de una preposición concreta a hacer la frase: *wait for I am waiting for the bus* (Estoy esperando el autobús).

Aquí no se podría utilizar ninguna otra preposición: *NO: I am waiting to the bus.*

Fíjate en estos otros casos de verbos que llevan una preposición determinada.

listen to (escuchar)	She listens to the radio every day. (Ella escucha la radio todos los días.)
belong to (pertenecer a)	That book belongs to Helen. (Ese libro pertenece a Helen.)
arrive at (llegar a un lugar) arrive in (llegar a una ciudad o país)	We arrived at the airport. (Llegamos al aeropuerto.) We arrived in Portugal. (Llegamos a Portugal.) NO: We arrived to the airport. We arrived to Portugal.
talk to (hablarle a alguien) talk about (hablar de/sobre algo)	I am talking to my best friend. (Le estoy hablando a mi mejor amiga.) We are talking about music. (Estamos hablando de/sobre música.)
agree with (estar de acuerdo con)	I never agree with politicians. (Nunca estoy de acuerdo con los políticos.) NO: I am never agree with politicians.
depend on (depender de)	Our trip depends on the weather. (Nuestro viaje depende del tiempo.)
apply for (solicitar / hacer una solicitud)	He applied for another job. (Solicitó otro empleo.)
pay for (pagar)	Did you pay for our drinks? (¿Pagaste nuestras bebidas?)

En algunos casos, el significado del verbo cambia según la preposición que le acompañe.

ask (preguntar)	He asked what time it was. (Preguntó qué hora era.)
ask for (pedir)	He asked for the bill. (Pidió la cuenta.)
look at (mirar)	She was looking at the shop window. (Miraba el escaparate.)
look for (buscar)	She was looking for her umbrella. (Buscaba su paraguas.)
look after (cuidar de alguien)	I have to look after my younger brother. (Tengo que cuidar de mi hermano pequeño.)

Fíjate que en preguntas con **what, who, how many**, la preposición suele colocarse al final.

Who are you waiting for? (¿A quién estás esperando?) *What is he listening to?* (¿A quién está escuchando?)

A Completa estas frases con la preposición **with, for, to** o **on**. Fíjate que algunos verbos no necesitan ninguna preposición.

□ I'm waiting for a telephone call.

□ We reached ✓ the airport after 11 o'clock.

- 1 I'll ask _____ some information.
- 2 Let's listen _____ some music.
- 3 Where do I pay _____ this shirt?
- 4 Let's discuss _____ the arrangements for tomorrow.
- 5 Who's going to pay _____ the taxi driver?
- 6 We paid _____ the bill and left the restaurant.
- 7 I'll phone the theatre and book _____ two tickets.
- 8 The price of the holiday depends _____ when you want to travel.
- 9 He walked out of the room without answering _____ me.
- 10 A lot of people don't agree _____ you.
- 11 I've applied _____ a visa.
- 12 Who does this pen belong _____ ?

B Completa esta postal con las preposiciones adecuadas. Píjate que algunos verbos no necesitan ninguna.

Dear Sam,

We arrived ⁰ _____ Greece at about 11 o'clock. We got a taxi from the airport to the port, and then we took a lovely little boat to the island. I enjoyed looking _____ the scenery on the way. When we reached ² the island, we looked ³ _____ our villa but we couldn't find it. I talked ⁴ _____ a local man, and I asked ⁵ _____ directions. He offered to take me there. When we arrived ⁶ _____ the villa, I offered to pay ⁷ _____ him, but he didn't want any money. The weather's lovely. I'll ring ⁸ _____ you when we get back from our holiday.

Love,

Tina

C Traduce las siguientes frases.

- 0 ¡Espérame! Wait for me!
- 1 ¿A quién te estás hablando?
- 2 ¿De qué estás hablando?
- 3 Ellos estaban buscando a su madre. _____
- 4 Hemos llegado a la playa. _____
- 5 ¡Lámame cuando llegues! _____
- 6 No estoy de acuerdo contigo. _____
- 7 ¿Has pagado el ordenador?
- 8 ¿Vas a solicitar ese empleo?
- 9 Yo cuidé de los gatos de mi vecino este verano.

Estos cuatro verbos se utilizan con mucha frecuencia, y a menudo en frases hechas. Por ejemplo, fíjate que el verbo español 'hacer' corresponde en inglés a dos verbos distintos, **make/do**.

make a cup of coffee (hacer una taza de café)

do the homework (hacer los deberes)

make (hacer): se utiliza en el sentido de elaborar algo.

He **made** some sandwiches for lunch.
(Hizo bocadillos para el almuerzo.)

Pero también en las siguientes expresiones.

make a phone call (hacer una llamada)

Excuse me, I **have to make a phone call**.
(Disculpe, tengo que hacer una llamada.)

make mistakes (cometer errores)

Have you **made** a lot of **mistakes**?

make noise (hacer ruido)

(¿Has cometido muchos errores?)

make + pronombre + adjetivo de emoción
(hacer/poner a alguien feliz/desgraciado, etc.)

The news **made** me very **happy**.
(Las noticias me hicieron muy feliz.)

do (hacer): tiene un sentido más general, de actividad.

What do you do? (¿Qué haces? ¿A qué te dedicas?)

Aparece en expresiones con la palabra **work**:

do the housework (hacer las labores del hogar)

Who **does** the **housework** at home?

(¿Quién hace las labores del hogar en casa?)

do homework (hacer los deberes)

We **have to do** our **homework**.

(Tenemos que hacer los deberes.)

Y en tareas o labores concretas:

do the shopping (hacer la compra)

Did you **do the shopping** yesterday?

(¿Hiciste la compra ayer?)

do the washing up (fregar los platos)

I'll **do the washing up**. (Yo fregaré los platos.)

Utilizamos **have** con un sustantivo para describir actividades (como en el español tomar se... para:

Hablar de las comidas (tomar el desayuno/ desayunar, etc.), las vacaciones, y la higiene (darse un baño, tomar una ducha, etc.)

We normally **have** lunch at two.

(Normalmente almorzamos a las dos.)

She's **having a shower** at the moment.

(Ahora mismo se está duchando/está tomando una ducha.)

get + adjetivo indica un cambio de estado.

get lost (perderse)

We **got lost** in Vienna. (Nos perdimos en Viena.)

NO: They ~~lost~~ themselves in Vienna.

get married (casarse)

They **got married** three years ago.

(Se casaron hace tres años.)

get better (mejorar)

She had an accident but she is **getting better**.

(Tuvo un accidente pero está mejorando.)

Fíjate que las expresiones de **get** suelen corresponder en español a verbos reflexivos/acompañados de la partícula 'se' reflexiva.

A Completa los diálogos con la forma correcta de los verbos **make, do, have, get**.

- 0 A. Was the film good?
B. No, I *got* _____ bored in the middle of it.
- 1 A. Could you _____ some shopping for me?
B. Yes, what do you want me to buy?
- 2 A. Were you pleased by the news?
B. No, it _____ me very unhappy.
- 3 A. Was it a warm day?
B. Yes, but it _____ rather cold in the evening.
- 4 A. Are you hungry at the moment?
B. No, I _____ a big meal a couple of hours ago.
- 5 A. Did he pass the test?
B. No, he _____ a lot of mistakes.
- 6 A. Are you ready to go out?
B. No, I'm not. I want to _____ a wash first.

B Haz frases sobre lo que hizo Laura ayer utilizando las notas de la tabla. Utiliza la forma correcta de los verbos **make, do, have, get**.

7.30	Got up. Shower.	1.00-2.00	Lunch in office. Sandwiches.
8.00	Breakfast (fruit, juice and toast).	2.00-5.00	Work. Finished everything.
8.30-9.00	Walk to work. Rained.	5.30	Shopping. Home.
9.00-1.00	Work. Very busy.	7.00	Pizza for dinner. Washed up.

It was a normal day for Laura yesterday. She got up at 7.30 and she ¹ *had* a shower. Then she ² _____ breakfast. For breakfast she ³ _____ cornflakes and toast. While she was walking to work, it rained and she ⁴ _____ wet. She ⁵ _____ angry about this. In the morning she ⁶ _____ a lot of work. She ⁷ _____ lunch at about 1 o'clock. She ⁸ _____ sandwiches for lunch. When she had ⁹ _____ all her work in the afternoon, she went home. On the way home she ¹⁰ _____ some shopping. She ¹¹ _____ a pizza for dinner, and she ¹² _____ the washing up.

C Corrige las siguientes frases.

- 0 Did you make your homework? *Did you do your homework?*
- 1 His team won. It got him very happy. _____
- 2 This morning I forgot to do my bed. _____
- 3 You look tired. I'll do you a cup of tea. _____
- 4 Stop the car! I have to do a call. _____
- 5 They got marry when they were young. _____
- 6 I haven't done many mistakes. _____
- 7 That man was annoying. He put me angry. _____

25 Have y have got

Fíjate en estos dos comportamientos distintos del verbo **have**:

AFIRMATIVA contracción	NEGATIVA en contracción	INTERROGATIVA
I have got (I've got)	I haven't got	Have I got ?
You have got (You've got)	You haven't got	Have you got ?
He/She/It has got (He's/She's. It's got)	He/She/It hasn't got	Has he/she/it got ?
We have got (We've got)	We haven't got	Have we got ?
You have got (You've got)	You haven't got	Have you got ?
They have got (They've got)	They haven't got	Have they got ?

Aquí el verbo **have** no necesita el auxiliary **do** para las formas negativa e interrogativa:
I haven't got any brothers. (No tengo hermanos.)

Recuerda que las formas de **have got** no se suelen conjugar: *They are having got problems.*

AFIRMATIVA	NEGATIVA	INTERROGATIVA
I have	don't have	Do have ?
You have	You don't have	Do you have ?
He/She/It has	He/She/It doesn't have	Does he/she/it have ?
We have	We don't have	Do we have ?
You have	You don't have	Do you have ?
They have	They don't have	Do they have ?

Con el verbo **have** es obligatorio utilizar el auxiliar **do/does** para las preguntas y las oraciones negativas.

I don't have a dog. I haven't a dog. Do you have a dog? Have you a dog?

Fíjate que con el verbo **have** no es posible utilizarlo en contracción:

They have breakfast at eight everyday. (NO: *They've breakfast at eight everyday.*)

Pero sí lo conjugamos.

They are having problems with the new computer. (Están teniendo problemas con el ordenador nuevo.)

Utilizamos **have** con o sin **got** en el sentido del verbo español **tener** para:

Hablar de las cosas que poseemos.	She has/She's got a house. <i>«Tiene una casa.»</i>
Hablar de la familia.	We have/We've got a sister. <i>«Tenemos una hermana.»</i>
Describir rasgos físicos.	I have/I've got brown eyes. <i>«Tengo los ojos marrones.»</i>
Expresar el malestar físico.	I have/I've got a headache. <i>«Tengo dolor de cabeza.»</i>

Utilizamos **have** con un sustantivo para describir actividades (como en el español 'tomar/se... para

Hablar de las comidas (tomar el desayuno, desayunar, etc.), las vacaciones, y la higiene (darse un baño, tomar una ducha, etc.)	They don't normally have breakfast at home. <i>«Normalmente no desayunan en casa.»</i> NO: <i>They don't normally breakfast at home.</i>
---	---

Fíjate que en estos ejemplos, **have** no siempre se traduce al español: *have a shower* (ducharse,

Ejercicios

A Haz frases con la información entre paréntesis y **have got**.

- 0 (she/not/brown eyes) *She hasn't got brown eyes.* _____
- 1 (he/a flat/in the town centre) _____
- 2 (you/a car?) _____
- 3 (I/not/a brother) _____
- 4 (she/a headache) _____
- 5 (Steve/brown hair?) _____

B Haz frases con la información entre paréntesis y **have** con el auxiliar **do** si es necesario.

- 0 (I/always/lunch/in the park) *I always have lunch in the park* _____
- 1 (we/not/always/eggs/for breakfast) _____
- 2 (they/not/a swimming pool) _____
- 3 (you/a pencil?) _____
- 4 (she/a bath/every Friday?) _____
- 5 (John/often/a holiday in August) _____

C Completa los siguientes diálogos con **have/have got** y las expresiones de la tabla

two brothers a shower a car dinner at seven blonde hair a holiday every year a headache

- 0 A: Have you got any brothers or sisters?
B: Yes, I *have got two brothers.* _____
- 1 A: Are you feeling well? _____?
B: No, but I feel tired.
- 2 A: Miriam's tall and blonde
B: She's tall but she _____
- 3 A: _____?
B: No, not every year.
- 4 A: Are you going to go to Scotland by car?
B: No, I _____
- 5 A: _____?
B: No, we always have dinner at 9.

D Traduce las siguientes frases.

- 0 Tengo el pelo largo. *I've got long hair* _____
- 1 Tengo catarro. _____
- 2 Siempre cenamos en casa. _____
- 3 ¿Tienes un gato? _____
- 4 ¿Te duele la cabeza? _____
- 5 Él no se está duchando. _____

26 Like y would like

En inglés podemos expresar nuestras preferencias con los siguientes verbos.

like (gustar)	enjoy (pasarlo bien, disfrutar)	love (gustar mucho, encantar)
dislike (desagradar)	mind (importar)	hate (odiar)

Estos verbos van acompañados de:

Un nombre:	I like music. (Me gusta la música.) I don't mind the noise. (No me importa el ruido.)
Un verbo en gerundio -ing.	I like listening to music. (Me gusta escuchar música.) hate getting up early (Odio levantarme temprano.)

Fíjate en las diferencias entre estas dos frases:

- I like working here. (Me gusta trabajar aquí, es decir, disfruto de mi trabajo.)
- I'd like to work here. (Me gustana trabajar aquí, es decir, quisiera un puesto de trabajo aquí.)

Utilizamos **would like to + infinitivo** para:

Expresar el deseo de hacer algo:	She'd like to be a famous artist. (Le gustaría ser una artista famosa.)
Invitaciones y peticiones.	Would you like to come to my party? (¿Te gustaría venir a mi fiesta?) I'd like to leave early today, please. (Podría salir hoy más temprano, por favor)

Ejercicios

A De qué cosas le gustan o no a Billy. Utiliza **like (+)**, **enjoy (++)**, **love (+++)**, **dislike (-)**, **hate (-)**.

swimming	++	smoking	-
orange juice	-	Mathematics	+
fish and chips	+++	English	+++
birthday parties	-	computer games	++

0 Billy enjoys swimming.

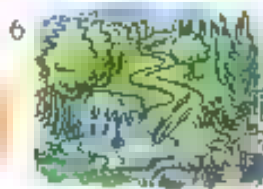
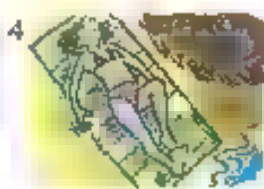
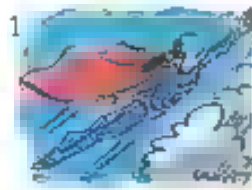
- _____
- _____
- _____
- _____
- _____
- _____
- _____

B Completa las frases con el gerundio (-ing) de los verbos de la tabla.

watch help make drive sing travel listen

- 0 She likes singing opera
- 1 He enjoys _____ to other countries
- 2 She loves _____ new friends.
- 3 I don't mind _____ to his violin practice.
- 4 Do you like _____ horror films?
- 5 I dislike _____ because there are many traffic jams.
- 6 Do you mind _____ me with the Maths test?

C Escribe una frase para cada situación. Utiliza las palabras entre paréntesis y **would like to + infinitivo**.



- 0 (you/go to the park?) Would you like to go to the park?
- 0 (I/travel to Africa) I'd like to travel to Africa.
- 1 (she/be a superhero)
- 2 (you/play tennis with me?)
- 3 (we/own a restaurant)
- 4 (she/spend the holidays on the beach)
- 5 (he/have a powerful computer)
- 6 (they/have a bigger garden) _

D Traduce estas frases.

- 0 A ella le gusta cocinar. She likes cooking.
- 1 ¿Te desagrada conducir?
- 2 Me gustaría tener un móvil.
- 3 Les encanta montar a caballo.
- 4 A él no le importó esperar.
- 5 Odio el ruido.
- 6 No me gustaría vivir en un apartamento.

Algunos verbos en inglés van seguidos de otros verbos. A veces aparece un gerundio *swimming, drinking* y otras aparece un infinitivo con o sin *to*, *swim, to swim, dance, to dance*.

I go dancing on Saturdays. (Voy a bailar los sábados.)

I can dance for hours. (Puedo bailar durante horas.)

I started to dance at 9 p.m. (Empecé a bailar a las 9.)

Esta estructura aparece también con:

VERBOS + GERUNDIO	
<p>El verbo <i>go</i> seguido de verbos de deportes y hobbies.</p> <p><i>go swimming</i> (ir a nadar), <i>go dancing</i> (ir a bailar), <i>go shopping</i> (ir de compras), etc.</p> <p>Fíjate que en español utilizamos infinitivo.</p>	<p><i>Let's go dancing tonight!</i> (¡Vamos a bailar esta noche!)</p> <p><i>We're going to go swimming on Friday.</i> (Vamos a ir a nadar el viernes.)</p> <p><i>She's not in. She's gone shopping.</i> (No está, se ha ido de compras.)</p>
<p>Verbos que expresan nuestras preferencias, lo que nos gusta o no:</p> <p><i>like</i> (gustar), <i>dislike</i> (desagradar), <i>hate</i> (odiar), <i>love</i> (gustar mucho, encantar), <i>mind</i> (importar), <i>enjoy</i> (pasarla bien, disfrutar).</p>	<p><i>She likes cooking.</i> (Le gusta cocinar.)</p> <p><i>Do you dislike driving?</i> (¿Te desagrada conducir?)</p> <p><i>He didn't mind waiting.</i> (No le importó esperar.)</p> <p><i>We enjoy going to parties.</i> (Disfrutamos yendo a fiestas.)</p>
<p>Verbos que indican final o comienzo de una acción o repetición de una actividad</p> <p><i>finish</i> (terminar de hacer algo), <i>stop</i> (dejar de hacer algo), <i>give up</i> (dejar de hacer algo), <i>begin</i>, <i>start</i> (empezar a hacer algo), <i>keep</i>, <i>go on</i> (seguir haciendo algo).</p>	<p><i>I can't stop smoking.</i> (No puedo dejar de fumar.)</p> <p><i>When did you give up smoking?</i> (¿Cuándo dejaste de fumar?)</p> <p><i>Please keep talking!</i> (¡Por favour continúa hablando!)</p> <p><i>Have you finished eating?</i> (¿Has terminado de comer?)</p>
VERBOS + INFINITIVO sin to	
<p>Todos los verbos modales: <i>can, could, will, should, may, must</i>, etc.</p>	<p><i>I'll see you soon.</i> (Te veré pronto.)</p> <p><i>NO I will see you soon</i></p>
VERBOS + to + INFINITIVO	
<p><i>want</i> (querer), <i>decide</i> (decidir), <i>agree</i> (aceptar), <i>forget</i> (olvidar), <i>promise</i> (prometer), <i>offer</i> (ofrecerse a), <i>hope</i> (tener la esperanza de), <i>plan</i> (planear), <i>arrange</i> (organizar), <i>try</i> (intentar)</p> <p>Recuerda que <i>would like</i> también va seguido de <i>to</i> + INFINITIVO.</p>	<p><i>I want to go to university.</i> (Quiero ir a la Universidad.)</p> <p><i>We would like to buy a house.</i> (Nos gustaría comprar una casa.)</p> <p><i>NO We would like buying a house.</i></p>

A Completa las frases con el gerundio (-ing) de los verbos de la tabla.

watch- meet have play listen go make go run lose

- 0 She likes playing tennis but she doesn't like watching it.
- 1 The buses stop _____ at midnight.
- 2 He's not very good at playing chess, so he keeps _____
- 3 She enjoys _____ to other countries and she likes _____ new people.
- 4 I don't mind _____ to his problems.
- 5 I keep _____ the same stupid mistakes.
- 6 They usually finish _____ dinner at about 9 in the evening.
- 7 Do you like _____ shopping?

B Completa las frases con un infinitivo con o sin to. Deben tener el mismo significado que las que aparecen entre paréntesis.

- 0 (I don't think it's a good idea to argue with him.)
I don't think you should argue with him.
- 1 (I won't be able to come to the meeting on Friday.)
I can't _____
- 2 (I'm meeting some friends tonight.)
I've arranged _____
- 3 (It's important that you lock the door when you go out.)
Don't forget _____
- 4 (Perhaps we'll go out for a meal this evening.)
We may _____
- 5 (I'd like to do a course in Art History.)
I want _____

C Corrige estas frases.

- 0 I must to go to a boring meeting. I must go to a boring meeting.
- 1 Did you go to sk last winter? _____
- 2 Do you plan buying a new computer? _____
- 3 She hates play cards. _____
- 4 They can to walk to school. _____
- 5 Have you started to study for the exam? _____
- 6 We have finished of eat. _____
- 7 I talked to them but they kept to watch TV. _____
- 8 He can't dance, so he doesn't enjoy go to parties. _____



La oración (1):

alexandra

celia

celia

celia

Los nombres.

Identifican a cosas, animales y personas.
En inglés, como en español, todos los nombres propios se escriben en mayúscula.
Pero también llevan mayúscula los meses y los días de la semana.

My friend Robin lives in Oxford.
(Mi amigo Robin vive en Oxford.)

Today is Tuesday (Hoy es martes.)
Did he leave in September? (¿Se fue en septiembre?)

Los verbos.

Describen acciones o situaciones.

saw a butterfly. (Vi una mariposa.)
They spent their holidays in a nice hotel.
(Pasaron las vacaciones en un hotel agradable.)

Algunos verbos acompañan a otros para ayudarles a formar tiempos. Los llamamos verbos auxiliares (be, have, do, will)

We are working in an office.
(Estamos trabajando en una oficina.)
I have never been to Japan.
(Nunca he estado en Japón.)
Did you do your homework? (¿Hiciste tus deberes?)
I'll phone you tomorrow. (Te llamaré mañana.)

Algunos verbos acompañan a otros para añadir algún matiz de probabilidad, capacidad, prohibición, etc. Los llamamos verbos modales (can, may, must, should, etc.)

I can't go to the cinema. (No puedo ir al cine.)
May come in? (¿Puedo entrar?)
You must study harder. (Debes estudiar más.)

Los adjetivos:

Expresan una cualidad. Fíjate que se colocan delante del nombre.

We've bought a very fast car.
(Hemos comprado un coche muy veloz.)

Con los verbos be, feel, look, seem, expresan un estado o sensación

I'm tired (Estoy cansado.)

Se coloca very (muy) delante de un adjetivo para añadir intensidad.

I'm very happy (Soy muy feliz.)

Los adverbios:

Indican el modo en que sucede una acción. Muchos se identifican porque acaban en -ly (clearly, slowly, suddenly, etc.). Fíjate que en español a menudo acaban en -mente.

Are you feeling well?
(¿Te sientes bien?)
He always listens carefully
(Siempre escucha atentamente.)

Ejercicios

A Subraya los nombres que encuentres en estas oraciones.

0 My sister came to see me.

1 Have you met Diana?

4 He needed a new job

- 2 There's a cat on the tree
- 3 I want to be a nurse.

- 5 Did he buy the most expensive computer?
- 6 Open your books on page nine

D Subraya los verbos que encuentres en estas oraciones. Di si encuentras algún verbo auxiliar o modal.

0 Can you swim? can; MOD

- 1 I'll meet you at the station.
- 2 He's flying to Mexico soon.
- 3 Listen to the music!
- 4 We have dinner at 9 o'clock.
- 5 Did they arrive on time?
- 6 I do the shopping every day.

E Pon los adjetivos y adverbios que encuentres en estas frases en el sitio correspondiente de la tabla.

- 0 He was singing *loudly*.
- 1 My Italian penfriend often eats spaghetti.
- 2 Suddenly, we noticed that the door was open.
- 3 She was dressed elegantly, in an expensive suit.
- 4 They were sitting comfortably under a green roof.
- 5 Be careful! It's raining heavily.
- 6 I couldn't hear very well.

ADJETIVOS	ADVERBIOS
	loudly

F Completa las frases con las palabras de la tabla.

NOMBRE	VERBO	AUXILIAR/MODAL	ADJETIVO	ADVERBIO
job	find	has	beautiful	badly
match	pass	must	sick	easily
Saturday		do		carefully

- 0 Paul *has* _____ just started a new *job*.
- 1 You'll _____ the books on the table.
- 2 I bought some _____ flowers for my mother.
- 3 She played _____ and lost the tennis _____.
- 4 You _____ visit your grandfather soon. He misses you.
- 5 Don't worry! You'll _____ the exam _____.
- 6 _____ you want to play with me?
- 7 I feel _____, I'm going to the doctor.
- 8 Listen _____! Please come back early tonight.

E Corrige estas frases.

- 0 He got a job in June. *he got a job in June*
- 1 He had a house wonderful. _____
- 2 He always drives careful. _____
- 3 It was a test difficult. _____
- 4 Please speak more slow! _____
- 5 She had a bag big. _____

La oración (2):

El orden de la oración en inglés es mucho más fijo que en español. El sujeto siempre debe ir delante del verbo, mientras que en español puede no aparecer o bien hacerlo en otra posición. Fíjate en estos ejemplos:

I speak English.	Hablo inglés. (El sujeto no es necesario.)
Lessons start at 8 o'clock.	A las 8 o'clock en punto comienzan las clases. (El sujeto aparece al final.)

En inglés siempre tiene que haber un sujeto acompañando al verbo en la oración aunque a veces no haya ningún objeto detrás. La estructura más simple de la oración inglesa es la compuesta por un sujeto (subject) y un verbo (verb).

SUBJECT	+ VERB	
The train	didn't arrive.	El tren no llegó.
Ann and Tom	are swimming.	Ann y Tom están nadando.

Lo habitual es que detrás del verbo aparezca también un objeto directo o atributo (object) o un circunstancial de tiempo o lugar (adverbial).

SUBJECT	+ VERB	+ OBJECT	
		Aquí el objeto suele ser un nombre o un pronombre.	
I	saw	Jennifer	(Vi a Jennifer.)
I	saw	her.	(La vi.)
I	saw	a cat.	(Vi un gato.)
I	am	a doctor.	(Soy médico.)
I	am	tired.	
	Si el verbo es <i>be</i> , también puede ser un adjetivo.		(Estoy cansada.)

SUBJECT + VERB + ADVERBIAL

Detrás del verbo encontramos una expresión de tiempo o de lugar.

Si aparecen las dos, el lugar se menciona antes que el tiempo.

We play in the morning. (Jugamos por la mañana.)

We play in the park. (Jugamos en el parque.)

We play in the park in the morning.

(Jugamos en el parque por la mañana.)

Ejercicio

A Pon estas frases en el orden correcto.

0 (bought – she – a TV)

She bought a TV.

1 (the match – won – they)

2 (is eating – he – a pizza)

3 (Anna – films – loves)

4 (saw – three cats – I)

5 (tennis – we – played)

B En la tabla hay diez oraciones. Identifícalas y escríbelas por separado.

she didn't come he is rich they like sport we are studying she is a teacher the bus hasn't arrived
they've gone didn't like the programme they sent me a postcard Paul and Jane have left

- | | | |
|---|------------------------|---|
| 0 | <u>She didn't come</u> | 5 |
| 1 | _____ | 6 |
| 2 | _____ | 7 |
| 3 | _____ | 8 |
| 4 | _____ | 9 |

C Completa las frases poniendo la palabra del paréntesis en su posición correcta.

- 0 She wrote a letter (this morning) She wrote a letter this morning.
- 1 We arrived yesterday. (here) _____
- 2 I went swimming in the sea (on Monday) _____
- 3 Maria plays every day. (video games) _____
- 4 She is studying in Paris. (French) _____
- 5 He left a message last week. (on your answer phone) _____
- 6 I can't do homework. (tonight) _____

D Completa las frases colocando la palabra del paréntesis en el hueco correcto.

- 0 (bought) We bought a house _____ in Italy _____.
- 1 (was) I _____ thirsty _____ this morning.
- 2 (last night) My friends _____ didn't arrive _____.
- 3 (her bag) She _____ lost _____.
- 4 (an actor) David _____ is _____.
- 5 (stayed) We _____ in Turkey _____ for a week.
- 6 (his wife) Paul _____ met _____ in Scotland _____.
- 7 (yesterday) We _____ didn't win _____ the match _____.

E Corrige estas frases.

- 0 Is dark. It is dark
- 1 Last week came my grandparents to my house
- 2 We saw in the morning your mother. _____
- 3 Are tired? _____
- 4 Ellen is a person very intelligent. _____
- 5 Was raining last night. _____
- 6 In my garden is a cat. _____
- 7 There is a computer in your room? _____
- 8 Yesterday won Real Madrid. _____

En inglés el orden de la oración es muy estricto. El orden básico está en mayúsculas en la tabla y no cambia nunca.

SUJETO

El sujeto siempre aparece delante del verbo.

VERBO

El verbo puede llevar auxiliares o no.

Los auxiliares preceden al verbo principal.

OBJETO

El objeto siempre va detrás del verbo.

Si hay dos objetos, el de persona aparece antes que el de cosa.

CIRCUNSTANCIALES

Si hay una circunstancia, aparece detrás del objeto.

Una circunstancia de lugar aparece delante de una de tiempo. Con verbos de movimiento, el destino aparece delante del tiempo.

It is dark. (Está oscuro.)

My mobile is ringing. (Suenan mi móvil.)

She is an engineer. (Ella es ingeniera.)

I don't like pizza. (No me gusta la pizza.)

They have lived in Canada. (Han vivido en Canadá.)

They didn't see me. (No me vieron.)

He lent me his umbrella. (Me prestó su paraguas.)

They brought Jessica a souvenir.

(Le trajeron a Jessica un recuerdo.)

He didn't meet Andy at school.

(No conoció a Andy en el colegio.)

He worked in a factory for a year.

(Trabajó en una fábrica durante un año.)

We met in France last summer.

(Nos conocimos en Francia el verano pasado.)

The train arrived in London at midnight.

(El tren llegó a Londres a medianoche.)

Exercice

A Haz frases poniendo las palabras del paréntesis en el orden correcto.

0 (me - she - at half past 4 - phoned)

She phoned me at half past 4.

1 (my coat - didn't - I - wear)

2 (from the airport - took - we - a taxi)

3 (three weeks ago - the job - started - she)

4 (around Europe - last summer - traveled - two friends and I)

5 (tomorrow - he - to Italy - going - isn't)

6 (visited - last summer - Egypt - we)

Escribe la historia poniendo las palabras en el orden correcto.

0 (came - at 7.30 this morning - the postman)

The postman came at 7.30 this morning.



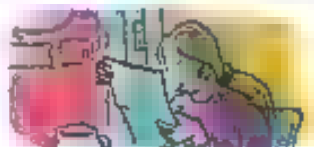
1 (he - a letter - brought)



2 (It - a letter from Maria and her son Matthew - was)



3 I - before I went to work - read - it)



4 (they - here - next week - are coming)



5 (at the airport - them - on Tuesday - I - am going to meet)



Corrige estas frases.

0 Her I gave a present.

I gave her a present.

1 She studied a year Latin.

2 They didn't give a new car their cousin.

3 She came early home.

4 She has brought a cake me.

5 are going to the cinema tomorrow.

Traduce estas frases

0 La vi en el supermercado.

saw her at the supermarket

1 ¿Me has comprado un regalo?

2 ¿Puedes darme el lápiz amarillo?

3 El autobús llega al estadio a las 9.

4 Ayer jugamos tres horas a baloncesto.

5 Conoci en Italia a muchos italianos.

Muchas preguntas sólo necesitan la respuesta 'sí/no':

Are you busy? (¿Estás ocupado/a?)

Yes, I am./No, I'm not (Sí lo estoy/No lo estoy.)

En las preguntas con el verbo *be* solo se cambia el orden de la frase:

She is your friend. (Ella es tu amiga.)

Is she your friend? (¿Es tu amiga?)

En las preguntas con los demás verbos, además de cambiar el orden, es necesario incluir un verbo AUXILIAR (*be, have, do, will*) o MODAL (*can, may, must, should, etc.*)

AUXILIAR/ MODAL	SUJETO	VERBO	COMPLEMENTOS	
Are	you	sing	in the shower?	¿Estás cantando en la ducha?
Do	you	sing	every day?	¿Cantas todos los días?
Did	you	sing	yesterday?	¿Cantaste ayer?
Will	you	sing	in that concert	¿Cantarás en ese concierto?
Have	you	sung	with Pavarotti?	¿Has cantado con Pavarotti?
Can	you	sing	well?	¿Sabes cantar bien?
May		sing	with you?	¿Puedo cantar contigo?
Must	you	sing	tonight?	¿Tienes que cantar esta noche?
Should		sing	every day?	¿Debería cantar todos los días?

Ejercicios

A Haz preguntas para estas respuestas.

- 0 You are learning a language.
- 1 She is thirsty.
- 2 He can swim well.
- 3 They were tired after the match.
- 4 She will return to Mexico.
- 5 I may leave now.
- 6 They have all left.
- 7 We shall wait a little longer.

Are you learning a language?

B Haz preguntas con *do, does, did* para estas respuestas.

- 0 You listen to the radio.
- 1 They work in London.
- 2 She visits her uncle.
- 3 We began the course in March.

Do you listen to the radio?

- 4 Her car goes very fast.
- 5 You bought a new table.

C David y su mujer, Mary, han estado de vacaciones en Grecia. Hazle preguntas sobre su estancia con las expresiones de la tabla.

Did	Was	the sea	Mary	enjoy	comfortable?
Did	Was	the airport	Mary	busy?	the beaches?
Did	Was	the restaurants	learn	expensive?	any Greek?
Were	the hotel	you	like	warm?	the holiday?

- 0 You *Did Mary enjoy the holiday?* David Yes, she had a good time.
- 1 You _____ - David Yes, there were thousands of people at the airport.
- 2 You _____ - David Yes, the water was very warm.
- 3 You _____ David No, they were quite cheap.
- 4 You _____ David No, it's a difficult language for me.
- 5 You _____ - David Yes, she swam and sunbathed every day.
- 6 You _____ - David Yes, it was a lovely hotel.

D Has conocido a una chica inglesa, Jane, en París. Hazle preguntas utilizando las palabras entre paréntesis. Fíjate en sus respuestas para hacer las preguntas correctamente.

0 like, it here,	You <i>Do you like it here?</i>	Jane Yes I do.
0 (studying/French)	You <i>Are you studying French?</i>	- Jane Yes, I am.
1 (like/French music)	You _____	Jane Yes, I do.
2 (staying/in the centre)	You _____	- Jane No, I'm not.
3 (come/by plane)	You _____	- Jane Yes, I did.
4 (have got/a flat)	You: _____	- Jane Yes, I have.
5 (working/in Paris)	You _____	Jane No, I'm not.
6 (visited/the museums)	You _____	- Jane Yes, I have.
7 (find/your flat easily)	You _____	Jane No, I didn't.
8 (like/French food)	You: _____	- Jane Yes, I do.

E Corrige las siguientes frases.

- 0 Found you the street? *Did you find the street?*
- 1 Have been fishing in the lake? _____
- 2 Greek food likes you? _____
- 3 Do he wants to go to the cinema? _____
- 4 Does she must make so much noise? _____
- 5 Can they to come to my party? _____
- 6 Are you eat in class? _____
- 7 Did he bought a CD yesterday? _____

Hacemos preguntas empezando con:

Where (¿dónde) para preguntar por lugar es.

When (¿cuándo) para pregunta por fechas y horas:

Why (¿por qué) para pregunta por la razón de algo:

How (cómo) para preguntar por el modo en que una persona se siente o algo ocurre:

Where is Mike? He's at home

(¿Dónde está Mike? Está en casa.)

When will you phone? At six o'clock

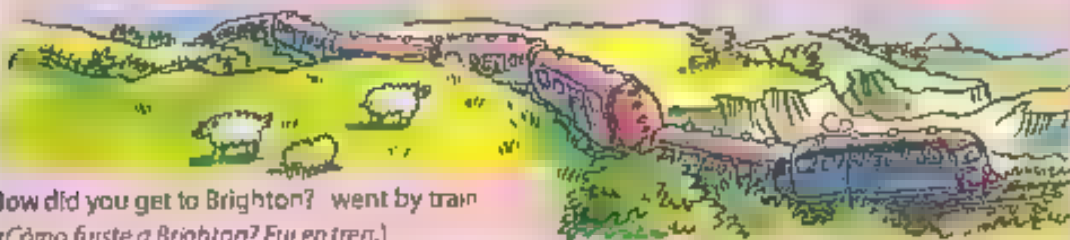
(¿Cuándo llamarás? A las seis.)

Why is Mary so angry? Because she's tired.

(¿Por qué está callada Mary? Porque está cansada.)

How are you? Fine, thanks

(¿Cómo estás? Estoy bien, gracias.)



How did you get to Brighton? I went by train

(¿Cómo fuiste a Brighton? Fui en tren.)

Recuerda que:

Las preguntas con el verbo **be** se hacen invirtiendo el orden.

Las preguntas con otros verbos necesitan además un auxiliar o modal.

Why is he angry? (¿Por qué está enfadado?)

Where are they? (¿Dónde están?)

When can I see you? (¿Cuándo puedo verte?)

How did you feel? (¿Cómo te sentiste?)

Exercises

A Haz preguntas poniendo en el orden correcto las palabras entre paréntesis.

1 you where - live do (?)

Where do you live?

2 (do - get up you - when - ?)

3 (she does - where - come from - ?)

4 (he is - why - waiting ?)

5 (are - you how - ?)

6 (did - to Scotland how get - you - ?)

7 (is - where the town centre?)

8 (Paul - drive - so fast does - why - ?)

9 (when the film does start ?)

10 (will - how - you travel - ?)

11 (is - running - she - why - ?)

12 (did - where - buy you that picture ?)

Completa las preguntas con Where, When, Why, How.

- 0 Where are you going? ~ To the shops.
- 1 are you leaving? ~ At six o'clock
- 2 does she take a taxi to work? ~ Because she doesn't have a car
- 3 did they get to France? ~ By boat.
- 4 is he studying Spanish? ~ Because he wants to work in Spain
- 5 do you have breakfast? ~ At half past seven.

Haz preguntas para estas respuestas. Utiliza Where, When, Why, How.

- 0 Question: When did you lose your bag?
Answer: (I lost my bag) On Saturday morning
- 1 Question
Answer: (I met Joanna) At a disco in the centre of town.
- 2 Question
Answer: (I went to the disco) By bus
- 3 Question
Answer: (I'm looking for a new job) Because I want more money
- 4 Question.
Answer: (The nearest hospital is) In Park Street.
- 5 Question:
Answer: (You get to Park Street) On the number 38 bus
- 6 Question.
Answer: (He's studying English) At a language school in Edinburgh

¿Son correctas estas preguntas? Si no lo son, corrígelas

- 0 How is she get to school in the mornings?
How does she get to school in the mornings?
- 0 Where do you go for your holidays?
Correcta.
- 1 How is your father?
- 2 Why you are working so hard at the moment?
- 3 When was she finish work yesterday afternoon?
- 4 Where lives Mike?
- 5 How do you get to the art gallery?

Hacemos preguntas empezando con:

Who (quién), para preguntar por las personas

What (qué cuál) o **Which** (cuál), para preguntar por las cosas.

Fíjate que utilizamos **What** cuando hay muchas posibilidades, y **Which** cuando son sólo unas pocas:

How many (cuántos, cuántas) para preguntar por el número de cosas o de personas.

Who did you see at the party?

¿A quién, quiénes viste en la fiesta?

What film did you watch yesterday?

¿Qué película viste ayer?

Which newspaper do you want? El País or El Mundo?

¿Qué periódico quieres, El País o El Mundo?

How many pairs of shoes has she got?

¿Cuántos pares de zapatos tiene ella?

How many friends have you got?

¿Cuántos/as amigos/as tienes?

Fíjate que **What/Which** y **How many** se pueden complementar

What did you see? (¿Qué viste?)

What film did you see? (¿Qué película viste?)

How many do you want? (¿Cuántos quieres?)

How many CDs do you have? (¿Cuántos CDs tienes?)

Recuerda que:

Las preguntas con el verbo **be** se hacen invirtiendo el orden:

Which door is it the blue one or the red one?

¿Cuál es la puerta, la azul o la roja?

How many cars are there outside?

¿Cuántos coches están fuera?

Las preguntas con otros verbos necesitan además un auxiliar o modal:

Who can call? (¿A quién puedo llamar?)

What bird are you watching?

¿Qué pájaro estás mirando?

Ejercicios

A Completa las preguntas con **Who, What, Which, How many**.

Questions

- What** did you eat last night?
- _____ are you writing to?
- _____ restaurant do you prefer, the Pizza Palace or the Spaghetti King?
- _____ glasses do we need?
- _____ 's the answer to Question 13?
- _____ bus do we take to the museum, the number 24 or the number 38?
- _____ presents did you buy?
- _____ did you invite to the party?

Answers

- Fish, peas and potatoes
- George and Mary.
- The Pizza Palace
- Ten, I think.
- I don't know.
- The number 38.
- Fifteen.
- Tony, Steve and Kathryn

C Completa las preguntas con las palabras de la tabla.

How many do Who What did Who Which were

- 0 A. *What* did you do this morning? ~ B. We bought a new car.
- 1 A. *Where* you buy that painting? ~ B. We bought it in Mexico.
- 2 A. *Why* you tired yesterday evening? B. I worked very hard all day.
- 3 A: _____ people are there in London? ~ B. 8 million.
- 4 A. *When* you get up in the morning? B. I get up at seven o'clock.
- 5 A. _____ car do you prefer,
the family car or the sports car? ~ B. The sports car.
- 6 A: _____ did you meet at the station? ~ B. I met Jane.
- 7 A. _____ does she like best? ~ B. Tom.

E Haz preguntas para estas respuestas.

- 0 A. Which *song do you prefer* _____?
B. I prefer the Spanish song.
- 1 A. What _____?
B. She bought bread and milk.
- 2 A. Which _____?
B. They use the blue book.
- 3 A. How many _____?
B. I am studying three languages.
- 4 A. What _____?
B. I saw the Arc de Triomphe and the Eiffel Tower in Paris.
- 5 A. Who _____?
B. I met my aunt and uncle at the airport.

D Traduce las siguientes preguntas.

- 0 ¿Cuántos ordenadores hay en tu oficina?
How many computers are there in your office?
- 1 ¿Qué partido de fútbol estás viendo?
- 2 ¿Qué música prefieres, la clásica o el rock?
- 3 ¿Cuántos juegos de ordenador tiene tu amiga?
- 4 ¿Qué coche te gusta?
- 5 ¿Cuántos diccionarios necesitas?

Hacemos preguntas empezando con **How** y un adjetivo para preguntar por

La descripción física de personas y cosas.

How old (¿Qué edad?)

How old are you? I'm 13 years old.

(¿Qué edad tienes? Tengo trece años.)

How old is that building? It's 100 years old.

(¿Qué edad tiene ese edificio? Tiene cien años.)

How tall (¿Qué altura?)

How tall is the Giralda? It's 97 metres tall. (¿Qué altura tiene la Giralda? Tiene 97 metros de altura.)

How tall is Paul Gasol? He's 2.13 metres.

(¿Qué altura tiene/cuánto mide Paul Gasol? Mide 2.13 metros.)

La distancia de un sitio (from...) a otro (to...)

How far (¿A qué distancia?)

How far is your house? It's not far from my school.

(¿A qué distancia está tu casa? No está lejos de mi colegio.)

La cantidad de personas o de cosas.

How many (Cuántos/-as?)

How many students are there in your classroom?

(¿Cuántos/-as estudiantes hay en tu clase?)

How much (Cuánto, -a?)

How much sugar do you like in your coffee?

(¿Cuánto azúcar te gusta en el café?)

Para más información, ve la unidad

LA CANTIDAD (3) en la página 122.

La frecuencia con que una acción ocurre.

How often (Con qué frecuencia?)

How often do you have an English lesson?

Three times a week. (Con qué frecuencia tienes clase de inglés? Tres veces por semana.)

La duración de una acción.

How long (Cuánto tiempo?)

How long are you going to stay in Chile? Six

months. (¿Cuánto tiempo te vas a quedar en Chile? Seis meses.)

Fíjate que con **How tall** y **How old** podemos repetir el adjetivo en la respuesta.

How tall is Paul Gasol? He's 2.13 metres tall.

Ejercicios

A Completa estas preguntas con **How + old, tall, far, many, much, often, long**.

- 0 **How long** did you stay in New Zealand? I stayed there for six years.
- 1 _____ does he read a newspaper? He reads one every day.
- 2 _____ does a single room cost? It costs €45 a night.
- 3 _____ were you when you first visited Britain? I was 18 when I went there.
- 4 _____ exams are you going to take? I'm going to take three exams.
- 5 _____ will the course last? It will last for three months.
- 6 _____ is it from here to the nearest bus stop? It's about 500 metres.

- 7 is the Empire State Building? It's 320 metres tall.
 8 money have you got? I've got €10.

C Completa cada frase con una palabra de la tabla

(far am often long be many much old)

- 0 It was my birthday last week I am 16.
 1 How are you going to stay at home? I'll leave at 10:00
 2 How work have you got? A lot! I have to work really hard this week.
 3 No, I don't see her very . Only once a year.
 4 How trees can you see from your window? I can see on y four
 5 Where are you going? How is it from here?
 6 That building is not very but it has been empty for a long time
 7 Look at him! He must at least 2 metres tall.

C Pablo Casares es un famoso jugador de baloncesto que está siendo entrevistado. Adivina las preguntas que está contestando. Usa **How + old tall, far many, much, often, long.**



- 0 How old are you ? I'm 24 years old
 1 ? I'm not very tall for a basketball player. I'm 1 90 metres tall
 2 ? I'm going to play basketball professionally until I am very old!
 3 ? I drink a lot of milk. It helps me stay fit.
 4 ? I play basketball every day, from 9 to 12.
 5 ? The gym is very close to my apartment.
 6 ? I speak three languages. Spanish, English, and Portuguese

D Traduce las siguientes frases.

- 0 ¿A qué distancia está el parque? how far is the park?
 1 ¿Qué edad tiene tu amigo Pepe? —
 2 ¿Con qué frecuencia tocas la flauta? —
 3 ¿Cuánto tiempo viviste en Brasil? —
 4 ¿Cuánto mides? —
 5 ¿Cuántos países has visitado? —
 6 ¿Cuánto dinero tienes en el bolsillo? —
 7 ¿Cuánta fruta comes a diario? —



Ann: **SUJETO** Who told you?
 Mary: James told me.



Ann: **OBJETO** What did you tell?
 Mary: I told Bill.

Normalmente, al hacer preguntas, desconocemos otra parte de la oración pero conocemos el sujeto, es decir, qué o quién realiza la acción.

Who did you tell? (¿A quién se lo contaste/dijiste?)

Pero a veces necesitamos preguntar sobre el sujeto de una acción porque lo desconocemos.

Who told you? (¿Quién te lo contó/dijo?)

Fíjate que la estructura de las preguntas es distinta. A: preguntar por el sujeto de la acción.

La pregunta comienza por **Who** o **What** y le sigue el verbo igual que en una oración afirmativa.
 Fíjate que el verbo está en singular.

Who lives in this house?
 ¿Quién vive en esta casa?
Who has been in my room?
 ¿Quién ha estado en mi habitación?

A: preguntar por un objeto de la acción:

La pregunta empieza por **Who** o **What** y le sigue la estructura característica de la pregunta, es decir, auxiliar + sujeto + verbo.
 Fíjate que, si el verbo necesita una preposición, en inglés esta aparece al final de la pregunta.

What do you do at the weekend?
 ¿Qué haces los fines de semana?
Who are you waiting for?
 ¿A quién estás esperando?

A Haz preguntas para cada dibujo con **Who/What** y el verbo en pasado. Fíjate que no conocemos el sujeto de la acción.

0 eat/ the last piece of the cake.
Who ate the last piece of the cake?

1 borrow/ an umbrella.

2 happen/ at the end of the story.

3 buy new CDs?



- B** Haz preguntas para cada dibujo con **Who/What** y el verbo correspondiente en pasado. Fíjate que aquí sí conocemos el sujeto de la acción.

0 eat

What did you eat?

1 borrow

2 call

3 buy

4 have dinner with

0



1



2



3



4



- C** Lee esta anécdota y después haz preguntas sobre ella con la información entre paréntesis.

Two days ago Robert took his driving test. He failed it. Robert called his father and told him. Afterwards he met his friend Philip. They had a cup of coffee and they talked about Robert's driving test. Suddenly Robert's mobile phone rang. It was his sister Moira.

0 What/Robert/do two days ago?

What did Robert do two days ago?

1 What/happen?

2 Who/Robert/call?

3 Who/Robert/meet/afterwards?

4 What/they/do?

5 What/they/talk about?

6 What/ring/suddenly?

7 Who/call/Robert?

- D** Corrige las siguientes frases.

0 Who did eat my sandwich?

Who ate my sandwich?

1 What did you last summer?

2 What are you listening?

3 What you doing tonight?

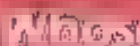
4 Who agrees with?

5 With who do you agree?

6 What bought you in that shop?

7 What did happen?

8 Who did go with you?



Hacemos preguntas comenzando por

Whose (¿De quién?) para saber quién posee algo, sirve tanto para el singular como para el plural.
Fíjate que a menudo colocamos el nombre del objeto poseído detrás de **Whose**, aunque en español esa posición suene un tanto rara.

Whose car is that? It's mine/it belongs to me.
¿De quién es ese coche? Es mío/Me pertenece a mí.
Whose books are those? They are Amanda's.
They belong to Amanda. ¿De quién son esos libros? Son de Amanda/Le pertenecen a Amanda.

Whose suena exactamente igual que **Who's**, pero observa que el primero es una palabra, mientras que el segundo es la contracción de dos palabras:

Whose (¿De quién?)
Whose coat is that? (¿De quién es ese abrigo?)
Recuerda que **Whose** puede ir seguido de un nombre

Who's (Who + s, Who has)
Who's at home? (¿Quién está en casa?)
En cambio **Who's** no puede ir seguido de un nombre.

Para responder a una pregunta con **Whose**, es frecuente utilizar:

Un pronombre posesivo (**mine, yours, his, hers, ours, theirs**)
[Ve la página 134 para los pronombres posesivos.]

Whose notebooks are those? They are **hers**.
¿De quién son esos cuadernos? Son suyos/de ella.)

Un genitivo sajón, que se identifica por el apóstrofe que acompaña a un nombre:

Whose umbrella is this? It's **Elaine's**.
¿De quién es este paraguas? Es de Elaine.)

El genitivo sajón expresa la posesión ('de', 'pertenece a') y se forma:

Colocando primero a la persona que posee algo, añadiendo apóstrofe y la terminación **'s**, y colocando a continuación la cosa poseída.
Observa que en español expresamos la posesión comenzando por el objeto.
En inglés empezamos siempre por la persona.
Cuando el nombre es un plural acabado en **-s**, sólo se coloca el apóstrofe:

Vanessa has a car. This is **Vanessa's car**.
(Vanessa tiene un coche. Este es el coche de Vanessa.)

El coche de Vanessa
Vanessa's car

Si se trata de varias personas pero el plural es regular y no acaba en **-s**, colocamos el apóstrofe y la terminación **'s**.

My grandparents have a beautiful garden. That is my grandparents' garden. Mis abuelos tienen un bonito jardín. Ese es el jardín de mis abuelos.

El genitivo se utiliza mucho en inglés para nombrar las tiendas. Por ejemplo, la 'tienda del carnicero' (**the butcher's shop**; se convierte en la carnicería (**the butcher's**).

The women sleep in that room. That is the women's room. Las mujeres duermen en esa habitación. Esa es la habitación de las mujeres.)

the baker's (la panadería)
the newsagent's (el kiosko de prensa)
the chemist's (la farmacia)

Transición

C Completa estas preguntas utilizando **Whose** con las palabras entre paréntesis y haz respuestas con **It's** para singular y **They're** para plural.

Questions	Answers
0 (books/be)	<i>Whose books are those? ~ They're Mike's.</i>
0 (car/be)	<i>Whose car is that? ~ It's hers.</i>
1 (pens/be)	<i>_____ those? ~ _____ mine.</i>
2 (umbrella/be)	<i>_____ that? ~ _____ Paul's.</i>
3 (house/be)	<i>_____ that? ~ _____ Steven King's.</i>
4 (clothes/be)	<i>_____ those? ~ _____ his.</i>

E Pon **Whose/Who's** para completar las siguientes preguntas.

- 0 *Who's* _____ finished their homework?
- 0 *Whose* _____ flat are you staying in?
- 1 _____ going to the cinema tonight?
- 2 _____ watch is that?
- 3 _____ got an answer to question number three?
- 4 _____ playing football in the park on Sunday?
- 5 _____ house is near to the railway station?

E Di quién posee estos objetos. Utiliza el genitivo sajón y comienza con **This is** (singular) o **These are** (plural).

- 0 (umbrella/Sue) *This is Sue's umbrella.*
- 0 (books/students) *These are the students' books.*
- 1 (keys/Peter) _____
- 2 (football/boys) _____
- 3 (house/teacher) _____
- 4 (bikes/my sisters) _____
- 5 (room/children) _____

D Corrige las siguientes frases.

- 0 Have you seen the Mario's watch? *Have you seen Mario's watch?*
- 1 That's the new computer my brother's. _____
- 2 Who's that bike?
- 3 They are the cat's my neighbour.
- 4 Those are the students's books.
- 5 Of who are those shoes?

En inglés es frecuente añadir una breve pregunta (question tag) al final de una afirmación:

Henry: *We've met before, haven't we?* (Nos conocemos, ¿verdad?)

Ameena: *Yes, we have.* (Sí, nos conocemos.)

Las preguntas son muy breves, basta sólo con el verbo (be, auxiliar o modal) y el pronombre correspondiente. Su forma cambia según el tiempo del verbo que aparezca en la oración principal:

<p>FRASE AFIRMATIVA + PREGUNTA NEGATIVA</p> <p>Fíjate que si la oración no lleva verbo <i>be</i>, auxiliar o modal, tienes que poner <i>do</i> o <i>did</i> en la pregunta final:</p>	<p><i>They were friends, weren't they?</i> (Eran amigos, ¿verdad?) <i>You're having dinner with us, aren't you?</i> <i>(Tienes 18 años, ¿no?)</i> <i>I'm late, aren't I?</i> (Llego tarde, ¿verdad?) <i>NO: I'm late amn't I?</i> <i>She has left, hasn't she?</i> (Se ha ido, ¿verdad?) <i>You can drive, can't you?</i> (Sabes conducir, ¿no?) <i>The bus will come soon, won't it?</i> <i>(El autobús vendrá pronto, ¿verdad?)</i> <i>He lives in France, doesn't he?</i> (Vive en Francia, ¿no?) <i>You passed your exams, didn't you?</i> <i>(Aprobaste los exámenes, ¿verdad?)</i></p>
<p>FRASE NEGATIVA + PREGUNTA AFIRMATIVA</p>	<p><i>It isn't very cheap, is it?</i> (No es muy barato, ¿verdad?) <i>We aren't going to be late, are we?</i> <i>(No vamos a llegar tarde, ¿verdad?)</i> <i>She wasn't angry, was she?</i> <i>(No estaba enfadada, ¿verdad?)</i> <i>You haven't visited Ireland, have you?</i> <i>(No has visitado Irlanda, ¿verdad?)</i> <i>He can't swim, can he?</i> (No sabe nadar, ¿verdad?) <i>It won't rain today, will it?</i> (No lloverá hoy, ¿no?) <i>You don't like this, do you?</i> <i>(No te gusta esto, ¿verdad que no?)</i> <i>They didn't win, did they?</i> (No ganaron, ¿verdad?)</p>

Estas preguntas sirven para:

<p>Formular una pregunta, cuya respuesta desconocemos. En ese caso la entonación de la pregunta es ascendente, y esperamos respuesta:</p>	<p>Karim: <i>Sandra's French, isn't she?</i> <i>(Sandra es francesa, ¿no?)</i> Anna: <i>No, she was born in Geneva.</i> <i>(No, nació en Ginebra.)</i></p>
<p>Que confirmen nuestra opinión sobre algo o alguien. En ese caso la entonación de la pregunta es descendente, y puede que nos respondan o no:</p>	<p><i>That was a boring programme, wasn't it?</i> <i>(Ese programa era aburrido, ¿verdad /a que sí?)</i> <i>Your parents don't let you come, do they?</i> <i>(Tus padres no te dejan venir, ¿a que no?)</i></p>

Fíjate que en inglés se cambia la entonación, mientras que en español cambiamos la pregunta final.

A Completa la conversación con question tags.

- Tim: We haven't met before, ⁰ *have we*? ? Jo: No, I've just arrived in this country.
Tim: You come from Australia. ? Jo: Yes, from Sydney.
Tim: It's very hot there. ² ? Jo: Most of the time, but not always.
Tim: But it never gets very cold. ³ ? Jo: No, well, not as cold as some places.
Tim: They speak English there. ⁴ ? Jo: Yes, that's right.
Tim: You haven't been here long. ⁵ ? Jo: No, I only got here two weeks ago.
Tim: You're on holiday. ⁶ ? Jo: Yes, I'm traveling around for six months.

B Completa la conversación con frases que terminen en una pregunta breve (question tag)

- 0 A: She comes from Italy, *doesn't she?*
B: Yes, she comes from Italy.
1 A: You can _____
B: Yes, I can speak French very well.
2 A: You haven't _____
B: No, I haven't heard this story.
3 A: You went _____
B: Yes, I went to Frank's party.
4 A: It isn't _____
B: No, it isn't very far from here.
5 A: She won't _____
B: No, she won't be angry.
6 A: You're not _____
B: No, I'm not going to leave now.
7 A: You'll _____
B: Yes, I'll be at home tonight.

C Traduce las siguientes frases.

- 0 No tienes hambre, ¿verdad? *You aren't hungry, are you?*
1 El no juega al golf, ¿verdad?
2 El paquete ha llegado, ¿no?
3 El diccionario es muy pesado, ¿verdad que sí?
4 No te gusta el pescado, ¿no?
5 No estuvimos en clase ese día, ¿a qué no? _____
6 El avión llegará a las 7, ¿verdad? _____

38 Las preguntas

A Coloca el pronombre interrogativo donde corresponda

what where when how why which who whose

- 0 *When* do you go to bed at weekends? Around midnight
- 1 _____ kind of music do you and your friends usually listen to? Pop music and Rap.
- 2 _____ is your mum talking to? Our new neighbour.
- 3 _____ did you buy that T-shirt? At that shop over there.
- 4 _____ book is this? It's Ana's.
- 5 _____ do your classmates normally go to school? By bus.
- 6 _____ are you studying English? Because I like it so much.
- 7 _____ shoes do you like better? The black ones.

B Escribe frases con los elementos entre paréntesis para completar la entrevista del presentador a una pianista famosa.

- 0 Host: (you/start/playing/the piano, *When did you start playing the piano?*)
Piano player: Well, I started playing the piano when I was 6.
- 1 Host: (How many hours a day/you/practise)? _____
Piano player: I practised 4 or 5 hours a day
- 2 Host: (Why/you/choose/the piano)? _____
Piano player: I chose the piano because my family had an old piano at home
- 3 Host: (Your mother/play/the piano)? _____
Piano player: No, my mum doesn't play the piano
- 4 Host: (You/play/any other instrument)? _____
Piano player: Yes, I play the violin as well.
- 5 Host: (How long/you/be/in Spain)? _____
Piano player: I'm going to be in Spain for two more days
- 6 Host: (You/like/our country)? _____
Piano player: Yes, I love your country.
Host: Thank you very much for your time.

C Completa las frases siguientes añadiendo la question tag que corresponda.

- 0 Sam is your brother, *isn't he* _____ ?
- 1 You like pizza, _____ ?
- 2 We aren't going now, _____ ?
- 3 The class lasted only 30 minutes, _____ ?
- 4 Marta will live here for a year, _____ ?
- 5 They've just finished their work, _____ ?

- 6 He doesn't come from Paris, _____?
- 7 This bag isn't yours, _____?
- 8 I look nice in this dress, _____?

D Lee el último correo electrónico que ha mandado Irina a Laura. Pregúntale a Laura acerca de las frases o elementos en negrita.

Hi Laura!

Sorry, I haven't written before because my mum was using our computer all the time. Great news! school finishes in **two weeks** and, I think, I'll pass all subjects. I've met Joao and I like him very much. He comes from **Portugal** and he's one of my classmates. He wants to start something serious but I don't really want to.

We're coming to **Spain** on holidays but I don't know when or where. Last week my mum bought a **new car** so we'll probably go by car. I'll let you know. We're going to rent an **apartment** and you can stay with us if you want. That's all for now.

Love

Irina

- | | |
|---------------------------------------|---|
| 0 Why Irina/not write/before | <i>Why hasn't Irina written before?</i> |
| 1 When/school/finish | _____ |
| 2 Who/she/meet | _____ |
| 3 Who/she/like | _____ |
| 4 Where/he/come from | _____ |
| 5 Who/want/to start something serious | _____ |
| 6 Where/go/on holidays | _____ |
| 7 What/her mother/buy/last week | _____ |
| 8 What/they/going to rent | _____ |
| 9 Who/she/can/stay with | _____ |

E Cinco de las preguntas siguientes no son correctas. Identifica los errores y corrígelos.

- 0 Does people usually like raw fish? *Do people usually like raw fish?*
- 1 Do people usually like raw fish? _____
- 2 You leaving at 3 o' clock? _____
- 3 Does he sport every day? _____
- 4 Who did write Manolito Gafotas? _____
- 5 How long have you lived here? _____
- 6 How many countries she been to? _____
- 7 Why did you that stupid thing? _____



Cuando contestamos a una pregunta en inglés, podemos hacer o dando una respuesta completa o dando una respuesta corta, que necesita sólo el pronombre y el auxiliar

PREGUNTA	RESPUESTA COMPLETA	RESPUESTA CORTA
Is Mike at work?	Yes, he is at work. (Sí, está en el trabajo.)	Yes, he is. / No, he isn't.
¿Está Mike en el trabajo?	No, he isn't at work. (No, no está en el trabajo.)	NO: Yes, Mike is. / No, Mike isn't

Fíjate que:

En las respuestas cortas, sólo podemos utilizar los verbos **be**, **AUXILIAR** o **MODAL** que ya están en la pregunta.

No podemos usar otros verbos
Y no podemos olvidar el sujeto

Tampoco podemos contestar solamente **Yes** o **No** como en español

En afirmativa, las respuestas cortas no llevan nunca contracción, pero en negativa sí se contraen.

A la escribir, siempre ponemos una coma detrás de **Yes/No** y delante de la respuesta corta

Do they always sing in the shower?

(¿Siempre cantan en la ducha?)

Yes, they do. (Sí.) / No, they don't. (No.)

Yes, they sing

No, don't

Did they drive to work? Yes, they did

(¿Fueron al trabajo en coche? Sí, fueron en coche.)

Have you seen her new coat? No, haven't

(¿Has visto su abrigo nuevo? No, no lo he visto.)

Are they coming for dinner? Yes, they are.

(¿Vienen a cenar? Sí, vienen.)

NO: Yes, they're.

Were they on the beach this morning? No, they weren't.

(¿Estaban en la playa esta mañana?

No, no estaban.)

Yes, we do.

No, she doesn't.

Ejercicios

A Convierte estas respuestas completas en respuestas cortas tachando lo que no necesitas y colocando un punto.

Questions

- Can you come tonight?
- Will you see Ted tomorrow?
- Have you finished your breakfast?
- Do you drive to work?
- Did she come yesterday?
- Were you tired after the game?
- Can she sing well?

Answers

- ~ Yes, I can, come-tonight
- ~ Yes, I will see Ted tomorrow.
- ~ No, I haven't finished my breakfast.
- ~ Yes, I do drive to work.
- ~ No, she didn't come yesterday.
- ~ Yes, I was tired after the game
- ~ No, she can't sing well.

- | | |
|-----------------------------|--------------------------------|
| 7 Did Tom have a holiday? | - Yes, he did have a holiday |
| 8 Is she studying French? | - Yes, she is studying French. |
| 9 Do you play golf? | - No, I don't play golf |
| 10 Did you buy a new table? | - Yes, I did buy a new table. |

B Escribe respuestas cortas afirmativas y negativas para las preguntas.

- | | |
|--|---------------------------------|
| 0 Was the film good? | - Yes, it was. / No, it wasn't. |
| 1 Does Andrew enjoy French food? | - _____ |
| 2 Can Ari swim? | - _____ |
| 3 Will Liz and Gatha return tonight? | - _____ |
| 4 Does Hassam want to buy that shirt? | - _____ |
| 5 Are they coming in Patrick's car? | - _____ |
| 6 Did you ask Saly to come? | - _____ |
| 7 Is Mike's headache better? | - _____ |
| 8 Were William's exams very difficult? | - _____ |

C Bill siempre contesta que sí, y Tom siempre dice que no. Escribe sus respuestas.

- | | Bill | Tom |
|---|--------------|----------------|
| 0 Do Japanese people eat a lot of fish? | Yes, they do | No, they don't |
| 1 Does the sun always shine in England? | _____ | _____ |
| 2 Is New York the capital of the United States? | _____ | _____ |
| 3 Will Italy win the next World Cup. | _____ | _____ |
| 4 Are bananas delicious? | _____ | _____ |
| 5 Can cats sing beautifully? | _____ | _____ |
| 6 Do English people speak very slowly? | _____ | _____ |

D Corrige las siguientes frases.

- | | |
|---|-----------------|
| 0 Will they meet you at the airport? Yes, they will meet. | Yes, they will. |
| 1 Does she like loud music? Yes, she likes. | _____ |
| 2 Did they do their homework? No, they don't. | _____ |
| 3 Has he taken his umbrella? Yes, he have. | _____ |
| 4 Was the football match exciting? Yes, the football match was. | _____ |
| 5 Did they study very hard? No, they didn't study. | _____ |
| 6 Can we visit you tomorrow? No, we can't. | _____ |
| 7 Do you play basketball every day? No, I play every Saturday. | _____ |
| 8 Did she go to the party? No, didn't go | _____ |

Para estar de acuerdo con lo que ha dicho otra persona podemos hacer respuestas cortas con los adverbios *so/too* (también) el auxiliar correspondiente y el pronombre.

Alice: *I'm tired.* (Estoy cansada.) Daniel: *I am too. / So am I.* Yo también/yo también lo estoy.

Fíjate que cuando utilizamos *so* cambiamos el orden habitual de la oración, mientras que con *too* no hay ningún cambio:

PRONOMBRE + AUXILIAR + <i>too</i>	<i>so</i> + AUXILIAR + PRONOMBRE
<i>I am too.</i>	<i>So am I.</i>

Aquí tienes otros ejemplos:

<i>He was very angry.</i> (Él estaba muy enojado.)	<i>was too.</i> (Yo también.)	<i>So was I.</i> (Yo también.)
<i>Ann has finished.</i> (Ann ha terminado.)	<i>have too.</i> (Yo también.)	<i>So have I.</i> (Yo también.)
<i>He can skate.</i> (Sabe patinar.)	<i>can too.</i> (Yo también.)	<i>So can I.</i> (Yo también.)
<i>I will call him soon.</i> (Le llamaré pronto.)	<i>will too.</i> (Yo también.)	<i>So will I.</i> (Yo también.)

Pero si la frase es negativa, empleamos los adverbios *neither/not*, *either* (tampoco, de manera parecida a los anteriores).

Alice: *I'm not tired.* (No estoy cansada.)

Daniel: *I'm not either. Neither am I.* Yo tampoco/yo tampoco lo estoy.

PRONOMBRE + AUXILIAR + <i>not either</i>	<i>neither</i> + AUXILIAR + PRONOMBRE
<i>I'm not either.</i>	<i>Neither am I.</i>
Fíjate que el adverbio <i>neither</i> ya es negativo, por lo que no puede ir acompañado de un verbo en negación. NO: <i>Neither am I not.</i>	

Aquí tienes más ejemplos:

<i>They weren't.</i> (No estaban enfermos.)	<i>I wasn't either.</i> (Yo tampoco.) <i>Neither was I.</i> (Yo tampoco.)
<i>We don't like tea.</i> (No nos gusta el té.)	<i>I don't either.</i> (Yo tampoco.) <i>Neither do I.</i> (Yo tampoco.)
<i>He didn't eat his dinner.</i> (No se comió su cena.)	<i>He didn't either.</i> (Yo tampoco.) <i>Neither did I.</i> (Yo tampoco.)
<i>Elizabeth hasn't passed her driving test.</i> (Elizabeth no ha aprobado el carnet de conducir.)	<i>I haven't either.</i> (Yo tampoco.) <i>Neither have I.</i> (Yo tampoco.)
<i>They can't come to my party.</i> (No pueden venir a mi fiesta.)	<i>I can't either.</i> (Yo tampoco.) <i>Neither can I.</i> (Yo tampoco.)
<i>I won't have any holidays this year.</i> (No tendré vacaciones este año.)	<i>I won't either.</i> (Yo tampoco.) <i>Neither will I.</i> (Yo tampoco.)

No olvides que el orden de las respuestas cortas es inalterable, aunque en español podamos decir indistintamente 'También yo/Yo también'.

I'll call them very soon. (Los llamaré muy pronto.) *I will too. / So will I.* NO: *I too will. / So I will.*

They won't come to the wedding. (No vendrán a la boda.) *Neither will I.* NO: *Neither I will. / I will neither.*

A Completa las frases con *so/too*.

- 0 I really enjoyed that meal. ~ So did I.
- 0 We live in the centre of town. ~ We do too.
- 1 My father works in an office. ~ _____ does mine.
- 2 I play a lot of different sports. ~ I do _____.
- 3 I've been working very hard lately. ~ _____ have I.
- 4 Ann will be at the party and _____ will Jane.
- 5 Helen sent me a birthday card and Robin did _____.

B Completa las frases con *either/neither*

- 0 I haven't done the homework. ~ I haven't either.
- 0 They didn't see me at the party. ~ Neither did I.
- 1 I don't like football. ~ _____ do I.
- 2 I haven't been to America. ~ _____ have I.
- 3 I haven't read a newspaper today. ~ _____ have I.
- 4 My brother can't speak any foreign languages and _____ can my sister.
- 5 George isn't going to the meeting and I'm not _____.

C Traduce las siguientes frases.

- 0 Me gusta la lasaña y a mi mejor amiga también.
I like lasagna and so does my best friend.
(or) I like lasagna and my best friend does too.
- 1 Viajo a menudo. Yo también.

- 2 No tengo tiempo libre. Yo tampoco.

- 3 Lei todos los libros para el examen. Yo también.

- 4 No he estudiado los verbos irregulares. Yo tampoco.

- 5 Voy a ver la nueva película de Spielberg. Yo también.

- 6 No voy a comprar ese CD. Yo tampoco.

En español utilizamos el verbo PODER seguido de otro verbo para hablar de la capacidad de hacer ciertas cosas. En inglés, utilizamos **can/can't** para el presente y **could/couldn't** para el pasado.

Presente

Afirmativa	/You/He/She/It/We/You/They can see (puedo, puedes... ver)
Negativa	/You/He/She/It/We/You/They cannot see (no puedo, no puedes... ver)
Contracción	/You/He/She/It/We/You/They can't see (no puedo, no puedes... ver)
Interrogativa	Can I/you/he/she/it/we/you/they see? (¿puedo, puedes... ver?)

Pasado

Afirmativa	/You/He/She/It/We/You/They could run very fast (Podía correr muy rápido/rápidamente.)
Negativa	/You/He/She/It/We/You/They could not run very fast. (No podía correr muy rápido/rápidamente.)
Contracción	/You/He/She/It/We/You/They couldn't run very fast (No podía correr muy rápido/rápidamente.)
Interrogativa	Could I/you/he/she/it/we/you/they run very fast? (¿Podía correr muy rápido/rápidamente?)

Estos verbos van seguidos de infinitivo **to** y expresan:

Lo que se puede hacer en un momento concreto (poder hacer algo)

can see the moon (Puedo ver la luna)
could see the moon (Podía ver la luna)
NO I **can't** see the moon

Nuestras habilidades o capacidades (poder hacer algo, saber hacer algo)

He **can** run 100 metres in 2 seconds.
(No puede correr 100 metros en 2 segundos.)
I **couldn't** speak English when I was little.
(Cuando era pequeña no sabía hablar inglés.)
NO I **couldn't** to speak English

Fíjate que algunas veces traducimos estos verbos al español como **saber**

I **can** speak English (Sé hablar inglés.. **NO** I **know** (to **speak**) English.

Ejercicios

A Haz preguntas y respuestas sobre los dibujos, utilizando **can** y **can't**.



play tennis



play the violin

A. **Can** she play tennis?

B. Yes, she can.

A. **Can** she play the violin?

B. No, she can't.

She can play tennis,

but she can't play the violin



see the hills



see the sea



speak Japanese



speak French



eat the chips



eat the fish

A. _____

the hills?

B Yes.

A

the sea?

B No

but

A

B No.

A.

B Yes.

but

A

B Yes,

A

B No

but

D Haz frases sobre la fabulosa familia Plum utilizando **could**.

0 (Mr Plum/speak/10 languages when he/be/20)

Mr Plum could speak 10 languages when he was 20

1 (Simon Plum/drink/10 litres of orange juice a day when he/be/5,

2 (Mrs Plum/swim/10 kilometres when she/be/12)

3 (Grandmother Plum/dance/all evening when she/be/60)

4 (Joan Plum/ride/a bike when she/be/2)

E Completa las frases con **can, can't, couldn't** y los verbos entre paréntesis.

0 You don't have to shout. I can hear (hear) you very well.

0 I couldn't watch (watch) that programme last night because I had to go out.

1 He _____ (play) last week because he was injured.

2 He eats in restaurants all the time because he _____ (cook).

3 I _____ (give) you a lift in my car because it isn't working at the moment.

4 I didn't have a good seat in the theatre, so I _____ (see) the stage very well.

5 John doesn't need a calculator. He _____ (do) very difficult sums in his head.

En español, utilizamos el verbo PODER en diferentes situaciones. Fíjate en estas preguntas:

(¿Puedo pasar, por favor?) *Can I come in, please?*

(¿Podría utilizar tu/su teléfono?) *May I use your phone?*

(¿Podría pasarme el azúcar?) *Could you pass me the sugar?*

En inglés, utilizamos las formas interrogativas de los modales *can, could, may* para:

Pedir permiso para hacer algo.

May I borrow your bicycle, please?



Can I open the window? (¿Puedo abrir la ventana?)

TAMBIÉN:

May I/ Could I borrow your bicycle, please?

(¿Podría tomar prestado tu/su bicicleta, por favor?)

Pedir algún objeto.

Can we have the menu, please?



Can we have the menu, please?

(¿Puede darnos la carta, por favor?)

TAMBIÉN: *May we/ Could we have some more bread, please?*

(¿Podría traernos más pan, por favor?)

Observa que cuando pedimos permiso el sujeto es siempre *I* o *we*.

Could y *may* son más formales y corteses, mientras que *can* se utiliza en situaciones más informales.

Pedirle a alguien un favor, que haga algo por nosotros.

Could you close the window?



I'm cold. Can you close the window?

(Tengo frío. ¿Puedes cerrar la ventana?)

TAMBIÉN: *Could you close the window?*

(¿Podrías cerrar la ventana?) NO: *May you close the window?*

En cambio, cuando pedimos favores el sujeto es *you*, y para ser más corteses solo podemos utilizar *could*.

Ejercicio

A Ordena las palabras entre paréntesis para hacer preguntas.

0 (have – a return ticket to York – could – please – I)

Could I have a return ticket to York, please?

1 (please – I – may – a glass of orange juice – have)

2 (we – listen to your new CD – can)

3 (your phone please use - I can)

4 (may - borrow your camera tomorrow - I)

5 (please the menu - pass - you - could)

 Haz preguntas pidiendo cosas en cada situación. Utiliza los verbos entre parentesis y las expresiones de la tabla.

have a town plan have some fish and chips have a ticket for Glasgow
have two melons have a single room

0 PLACE: a train station

(could I please) *Could I have a ticket to Glasgow, please?*

1 PLACE: a greengrocer's

(can I)

2 PLACE: a restaurant

(can I please)

3 PLACE: a hotel

(could I please)

4 PLACE: a tourist information centre

(could I)

 Pide permiso para hacer estas cosas. Utiliza los verbos entre parentesis y las expresiones de la tabla.

use your photocopier use your dictionary turn on the TV
close the window borrow your pen

0 SITUATION: You want to find the meaning of a word.

(may I) *May I use your dictionary?* _____

1 SITUATION: You want to write down a telephone number

(can I) _____

2 SITUATION: You want to watch a programme.

(can I, please)

3 SITUATION: You're feeling cold

(may I)

4 SITUATION: You need a photocopy of a letter.

(may I, please)

En español utilizamos la expresión **puede que** seguida de subjuntivo para referirnos a la probabilidad de que algo ocurra ahora o en el futuro. En inglés, utilizamos el modal **may** seguido de infinitivo sin **to**. Fíjate:

AFIRMATIVA	The letter may come tomorrow. (<i>Puede que la carta llegue mañana.</i>) NO: It may that the letter comes tomorrow.
NEGATIVA (sin contracción)	They may not answer the phone. (<i>Puede que no cojan el teléfono.</i>) NO: They mayn't answer the phone.

May al igual que **can** no suele utilizarse en oraciones interrogativas.

Pero recuerda. Si utilizamos preguntas con **May I...?** para:

Pedir permiso.	May I use the telephone? (¿Me da permiso para/puedo utilizar el teléfono?)
----------------	---

En inglés utilizamos también el modal **might** (*puede que* **podría**) seguido de infinitivo sin **to**.

AFIRMATIVA	It might rain tomorrow. (<i>Podría llover mañana/Puede que llueva mañana.</i>)
NEGATIVA	They might not come to the party. (<i>Podrían no venir a la fiesta/Puede que no vengán a la fiesta.</i>)
NEGATIVA CON CONTRACCIÓN	She mightn't like your present. (<i>A ella podría no gustarle/Puede que a ella no le guste tu regalo.</i>)

Might tampoco suele utilizarse en oraciones interrogativas.

Might seguido de infinitivo sin **to** sirve para:

Expresar la escasa probabilidad de que algo ocurra.	There might be a thunderstorm. (<i>Podría haber tormenta/ puede que haya tormenta.</i>) Se considera poco probable que ocurra.
Hacer advertencias	Don't drink before you drive. You might have an accident. (<i>No bebas si vas a conducir. Podrías tener un accidente.</i>)
Expresar quejas.	You might do the washing up from time to time! (<i>¿Podrías fregar los platos de vez en cuando!</i>) Incorrectamente se indica que esa persona no los friega nunca, y que eso molesta a la persona que habla.

Comprende

A Completa las oraciones con **may/may not** y los verbos entre paréntesis.

0 May I borrow your dictionary? (borrow) your dictionary?

1 I _____ (go) to the concert, but there _____ (be) any tickets left.

2 She has not answered my messages. She _____ (be) out of town.

- 3 I'm tired today. I _____ (stay, home and watch a video).
- 4 The light is not on so there _____ (be) anybody inside.
- 5 I have studied hard, so I _____ (pass) the test.
- 6 He speaks many languages, so he _____ (get) the job.
- 7 My brother has been ill for a long time. He _____ (recover) in time for my birthday.

B Completa las frases con **might/might not** y el verbo entre paréntesis.

- 0 Accept their offer. You *might not get* (get) a better opportunity.
- 1 I _____ (buy) her this plant for her birthday. She likes plants a lot.
- 2 Take a coat with you. It _____ (be) cold this evening.
- 3 We _____ (go) to Greece this summer, but we haven't booked anything yet.
- 4 I _____ (go) by car because there will be a lot of traffic.
- 5 They _____ (come) to the party tonight. They're very busy. They have a lot of things to do at home.
- 6 A: What are you going to do tonight?
B: I'm not sure. I _____ (stay) at home. I'm tired.
- 7 I know Jane is at school today. But I don't know where she is at the moment. She _____ (be) in the gym, or she (be) in the science lab.
- 8 Don't worry too much about that mistake. It _____ (be) important.

C Traduce las siguientes frases.

- 0 Puede que Sandra apruebe el examen.
Sandra may pass the exam.
- 1 Puede que él no coma carne.
- 2 Puede que haya un partido de fútbol el domingo.
- 3 Podría ir a Argentina, pero puede que no tenga suficiente dinero.
- 4 Ella podría llegar muy pronto.
- 5 Podrías llevarme a bailar más a menudo.
- 6 Puede que ella no esté cansada.
- 7 Puede que mis padres me compren un CD.

En español utilizamos DEBER seguido de otro verbo para referirnos a las obligaciones.
En inglés se utiliza **must** en afirmativa y **mustn't** en negativa.

AFIRMATIVA /You/He/She/It/We/You/They **must** go home. (Debo, debes, ... a casa.)

Utilizamos el modal **must** seguido de infinitivo sin to para:

Expresar obligación y para acciones que son necesarias (*deber, tener que*).

You **must** pay attention in class.
(Debes prestar atención en clase.)
You **must** leave now, or I'll miss my train.
(Debo irme ahora, o perderé mi tren.)
NO: I **mustn't** leave now.

NEGATIVA /You/He/She/It/We/You/They **must not/mustn't** be late.
(No debo, debes, ... llegar tarde.)

Utilizamos el modal **mustn't** seguido de infinitivo sin to para:

Expresar prohibiciones y para acciones que es importante NO hacer (*no deber*):

You **mustn't** touch the animals.
(No se debe tocar los animales.)
I **mustn't** forget my passport.
(No debo olvidarme el pasaporte.)



Must y **mustn't** pueden utilizarse sin cambios para acciones del presente y del futuro.

PRESENTE

I'm tired. I **must** go to bed.
(Estoy cansado. Debo irme a la cama.)
You **mustn't** speak to her now.
(No debes hablarle ahora.)

FUTURO

You **must** buy your ticket tomorrow.
(Debes comprar tu billete mañana.)
I **mustn't** miss my plane next month.
(No debo perder mi avión el mes que viene.)

Families

A Completa estas frases con **must/mustn't**.

- You mustn't cross the road without looking. It's dangerous.
- The exam is next month. I must work harder.
- You mustn't forget your umbrella. It's going to rain.
- We must stay here any longer. We must go to the station now, or we'll miss our train.
- You must learn to swim before you go sailing.
- I mustn't phone John tonight. I haven't spoken to him for a long time.
- You must listen or you won't understand.

- C** La madre de Henry quiere que él cambie de vida. Haz frases para cada dibujo utilizando las expresiones de la tabla y *You must, mustn't*.

study at night
run every morning
dress smartly
watch TV all day
smoke
visit my grandmother
sleep in the afternoon
dance all night



0 *You mustn't smoke.*



0 *You must dress smartly.*



- C** El 'Hotel Strict' tiene muchas normas. Utiliza la información de la tabla para hacer frases con *must* (obligaciones) y *mustn't* (prohibiciones)

	Yes	No
Leave your key at reception when you go out.	✓	
Take food into your room.		X
Pay for your room when you arrive.	✓	
Make noise after 10 p.m.		X
Smoke in non-smoking rooms.		X
Use the stairs in case of fire.	✓	

- 0 *You must leave* your key at reception when you go out.
1 You _____ food into your room.
2 _____ for your room when you arrive.
3 _____ noise after 10 p.m.
4 _____ smoke in non-smoking rooms.
5 _____ the stairs in case of fire.

- D** Traduce estas frases.

0 Debéis cerrar los libros ahora. *You must close your books now.*

1 Hay que venir a clase. _____

2 Está prohibido traer comida a clase. _____

3 Es obligatorio asistir a todas las clases.

4 Es necesario que llegas antes del mediodía.

5 Tengo que irme _____

Fíjate cómo utilizamos el verbo DEBER en las siguientes oraciones.

Debería comprarme un diccionario. **No deberías** tomar tanto café.

Cuando la obligación o prohibición no es firme, en español usamos *debería/deberías*, etc. En inglés se utiliza *should* o *shouldn't*.

I should buy a dictionary. You shouldn't drink so much coffee.

AFIRMATIVA	/You/He/She/It/We/You/They should go to the cinema more often. (Debería, deberías, ... Ir al cine más a menudo.)
NEGATIVA	/You/He/She/It/We/You/They should not/shouldn't smoke so much. (No debería, deberías, ... fumar tanto.)

Utilizamos el modo **should/shouldn't** (*debería/no debería*) seguido de infinitivo sin *to* para:

Expresar acciones que consideramos beneficiosas o perjudiciales para nosotros mismos. Por eso ponemos el sujeto I o We .	We should eat more vegetables. (Deberíamos comer más verduras.) I shouldn't drive so fast. (No debería conducir tan rápido.)
Dar consejos u opiniones. You/He/She/It/They should (Deberías/debería/deberían) He/She/It/They shouldn't ... (No deberías, no debería, no deberían) I think you/he/it/they should (Creo que deberías ...) I don't think you/he/she/it/they should (Creo que no deberías/no debería/no deberían ...)	You should visit the dentist twice a year. (Deberías ir al dentista dos veces al año.) The dog shouldn't bark so loudly. (El perro no debería ladrar tan alto.) I think they should buy you a new computer. (Creo que deberían comprarte un ordenador nuevo.) I don't think she should take your sister with her. (Creo que ella no debería llevar a tu hermana consigo.) NO: I think she shouldn't take your sister with her.
Pedir consejos u opiniones. Should I/he/she/it/we/they ...? (¿Debería/deberíamos/deberían ...?) Do you think I/he/she/it/we/they should ...? (¿Crees que debería/deberíamos/deberían ...?)	Should I spend my holidays in Egypt? (¿Debería pasar mis vacaciones en Egipto?) Do you think they should get married? (¿Crees que deberían casarse?)

Fíjate que al igual que en español **should** es un modo, más suave que **must** o que **have to**. No expresa una obligación, una necesidad o una prohibición, sino que sirve para recomendar y aconsejar.

You should eat more fruit. (Deberías comer más fruta.)

You have to eat more fruit. (Tienes que comer más fruta.)

You must eat more fruit. (Debes comer más fruta.)

Ejercicios

A Completa las frases con **should/shouldn't** y el verbo entre paréntesis.

0 You **shouldn't work** (You, work) so hard. Have a holiday.

0 I enjoyed that film. We **should go** (We, go) to the cinema more often.

- 1 _____ (You/park) here. It's not allowed.
- 2 What _____ (I/cook) for dinner tonight?
- 3 _____ (You/wear) a coat. It's cold outside.
- 4 _____ (You/smoke). It's bad for you.
- 5 _____ (We/arrive) at the airport two hours before the flight.
- 6 _____ (I/pay) now or later?
- 7 Do you think _____ (I, apply) for this job?
- 8 What do you think _____ (I/write) in this space on the form?
- 9 _____ (I/eat) any more cake. I've already eaten too much.

B Antonio está en la cocina, preparando una nueva receta. Dale consejos utilizando la información de la tabla y **should/shouldn't**.

Don't leave the meat in the oven for more than one hour.
 Cut the onions as small as possible.
 Use fresh herbs and fresh vegetables.
 Don't put in too much salt and pepper.
 Wait until the water boils before you put the vegetables into it.
 Heat the oven before you put the meat in.
 Cut the meat into four equal slices.

- 0 You ~~shouldn't~~ leave _____ the meat in the oven for ~~more than one hour~~.
- 1 _____ the onions as small as possible.
- 2 _____ fresh herbs and fresh vegetables.
- 3 _____ in too much salt and pepper.
- 4 _____ until the water boils before you put the vegetables into it.
- 5 _____ the oven before you put the meat in.
- 6 _____ the meat into four equal slices.

C Utiliza las expresiones de la tabla para hacer preguntas pidiendo consejo a tus amigos en las siguientes situaciones. Comienza con **Should I... /Do you think I should ...?**

go on a diet visit my family earn money buy a new computer
 find a pen pal take my cat to the vet look for a new job join a club

- 0 (you need a new computer) *Should I buy a new computer?* ?
- 0 *Do you think I should buy a new computer?* ?
- 1 (your cat's not looking very well) _____ ?
- 2 (you are travelling to Italy very soon) _____ ?
- 3 (you are not happy at your current job) _____ ?
- 4 (you think you are overweight) _____ ?
- 5 (you'd like to make new friends) _____ ?
- 6 (you need to practise your English) _____ ?
- 7 (You haven't visited your family in a long time) _____ ?

En español, podemos referirnos al deber o la obligación utilizando **tener que** seguido de otro verbo. En inglés se usa **have to**. Fíjate:

Tenemos que leer dos libros en inglés este año.

We have to read two books in English this year. NO: *We have that read two books in English this year*

AFIRMATIVA	<i>/You/We/You/They have to go to school today.</i> <i>(Tengo que, tienes que, ir a clase hoy.)</i> <i>He/She/It/ has to study hard. (Tiene que ir a clase hoy.)</i>
NEGATIVA	<i>/You/We/You/They don't have to go to school today</i> <i>(No tengo que, no tienes que ir a clase hoy.)</i> <i>He/She/It doesn't have to go to school today.</i> <i>(No tiene que ir a clase hoy.)</i> NO: <i>We haven't to go to school today.</i>
INTERROGATIVA	<i>Do /you/we/you/they have to go to school today?</i> <i>(¿Tengo que, tienes que, ir a clase hoy?)</i> <i>Does he/she/it/ have to go to school today?</i> <i>(¿Tiene que ir a clase hoy?)</i> NO: <i>Has he to go to school today?</i>

Have to (*tener que*, en otros tiempos se comporta como el verbo **have**, con la ayuda del auxiliar

PASADO	<i>He had to work at the weekend. Tuvo que trabajar el fin de semana.</i> <i>Did they have to take the bus? (¿Tuvieron que tomar el autobús?)</i> <i>They didn't have to drive. (No tuvieron que conducir.)</i>
FUTURO	<i>If you are late, you have to go by train</i> <i>(Si llegas tarde, tendrás que tomar el tren.)</i> <i>Will they have to meet her family?</i> <i>(¿Tendrán que conocer a su familia?)</i> <i>We won't have to rent a flat. (No tendremos que arrendar un piso.)</i>

Utilizamos **have to** seguido de infinitivo para:

Expresar obligaciones y normas impuestas. <i>(Tener que hacer algo.)</i>	<i>We have to pay the rent every month</i> <i>Tenemos que pagar el alquiler todos los meses.</i>
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Utilizamos **don't have to** seguido de infinitivo para:

Expresar la ausencia de necesidad. <i>(No tener que, no hace falta que...)</i>	<i>We don't have to pay the rent during the summer holidays. (No tenemos que pagar no hace falta que paguemos el alquiler durante las vacaciones de verano.)</i>
---	--

Fíjate que **mustn't** y **don't have to** no significan lo mismo:

Mustn't indica prohibición. Es importante que algo NO ocurra.	<i>You mustn't cross the street when the light is red.</i> <i>(No se debe cruzar la calle con el semáforo en rojo.)</i>
Don't have to indica ausencia de necesidad. No importa si algo ocurre o no	<i>I don't have to take the bus to come to school</i> <i>I live nearby. (No tengo que/ No me hace falta coger el autobús para venir al instituto. Vivo cerca.)</i>

- A** Completa estas frases sobre las normas de los distintos oficios utilizando la información de la tabla. Utiliza **have to**, **don't have to**.

	Shop Assistants	Bank clerks	Doctors	Teachers
deal with the public	✓	✓	✓	✗
be polite to people	✓	✓	✗	✗
work with money	✓	✓	✗	✗
wear uniforms	✓	✗	✓	✗

- 0 Shop assistants have to deal with the public.
- 1 Teachers _____ the public.
- 2 Teachers _____ to people.
- 3 Bank clerks _____ to people.
- 4 Bank clerks _____ with money.
- 5 Doctors _____ with money.

- B** Completa estas dos conversaciones con la forma correcta de **have to**.

- Dad (What, you/do, at school today?) 0 What did you have to do at school today?
- Geoff (We do/some/English tests) 1 _____
- Dad (How many questions/you/have?) 2 _____
- Geoff (We answer/about 40 of them) 3 _____
- Dad (you/write/a composition?) 4 _____
- Geoff (No, but we do/one next week) 5 _____

- C** Corrige estas frases.

- 0 They haven't to write a composition.
They don't have to write a composition.
- 1 You mustn't get up early on Sunday. You can stay in bed if you like.
- 2 Did she had to work very hard for her exams?
- 3 Has he to sleep in a very narrow bed?
- 4 I mustn't work anymore. I won the lottery.
- 5 We don't have to talk loudly. This is a hospital.
- 6 You don't must arrive late. Your teacher will get angry.

47 Los modales

- A** ¿Que favor pedirías en cada situación? Utiliza los verbos entre paréntesis y las expresiones de la tabla.

buy me a magazine tell me the time make me a sandwich
tell me the way to Buckingham Palace carry one of these cases

- 0 PROBLEM: You're sick. You're in bed. You're bored.
(can you ... please) *Can you buy me a magazine, please?*
- 1 PROBLEM: Your suitcases are very heavy.
(could you)
- 2 PROBLEM: You're lost in London.
(could you ... please)
- 3 PROBLEM: You've forgotten to put your watch on.
(can you) _____
- 4 PROBLEM: You're hungry. You're very tired.
(can you ... please)

- B** Completa los huecos con **can**, **can't**, **could**, o **may**.

- 0 I'm really sorry I'm late. *May* _____ I *come* _____ in?
- 1 I _____ remember his phone number. Have you got it?
- 2 My sister _____ ride a bike when she was 5 years old.
- 3 Most of my classmates _____ use computers.
- 4 You _____ go to the party but you _____ take my car.
- 5 _____ you please open the window?
- 6 Excuse me, _____ I borrow your pen, please?

- C** Utiliza **must** o **mustn't** y el verbo entre paréntesis para dar tu opinión.

- 0 People *mustn't watch* _____ (watch) too much TV.
- 1 Children _____ (drink) alcohol.
- 2 You _____ (look) before you cross the road.
- 3 People _____ (throw) rubbish everywhere.
- 4 We _____ (bring) our books to school.
- 5 People _____ (save) water.
- 6 Young people _____ (listen) to older people.
- 7 Students _____ (listen) to music during lessons.
- 8 People _____ (be) violent.

D Cuatro de las frases siguientes no son correctas. Identifica los errores y corrígelos.

- 0 You don't must open your books now. *You mustn't open your books now*
- 1 I have an exam tomorrow. I must to study.
- 2 May they come in? _____
- 3 Sara cans sing very well. _____
- 4 'Could you shut the door, please?'
- 5 They don't can sing very well.
- 6 You will must go soon.

E Expresa tu opinión sobre lo que es necesario, innecesario o no puede hacerse en cada una de estas actividades. Utiliza **must**, **mustn't**, **don't have to**.

Sportsmen or sportswomen

- 0 They ~~don't have to~~ _____ speak many languages.
- 1 They _____ practise a lot of every day.
- 2 They _____ look attractive.

Teachers

- 3 They _____ be patient.
- 4 They _____ do exams every day.

Students

- 5 They _____ cheat in exams.
- 6 They _____ pay attention in class.

F Elige el modal correcto.

- 0 Elisa *must/can* study now because she has a test tomorrow.
- 1 You *must/may* be polite to your teachers.
- 2 You *mustn't/don't have to* drive without a licence.
- 3 It's very cloudy today. It *can/may* rain.
- 4 You *mustn't/don't have to* go to the party if you don't want to.
- 5 *Could/Must* you open your books, please?

G Traduce las oraciones siguientes.

- 0 No hace falta que tu amigo venga contigo. *Your friend doesn't have to come with you*
- 1 Tenemos que terminar el trabajo antes de cenar.
- 2 No debes fumar en el pasillo.
- 3 Puede que salgamos más tarde.
- 4 ¿Puedo encender la tele?

En inglés utilizamos las siguientes preposiciones para decir dónde están las cosas o las personas.

in (en, dentro de)	a The lady is in the tower. (La dama está en/dentro de la torre)
on (en, sobre, encima de)	b The cat is on the tower. El gato está en/sobre la torre. Fíjate que se utiliza también para las plantas de un edificio: I live on the second floor. (Vivo en la segunda planta.)
under (debajo de)	c The door is under the window. (La puerta está debajo de la ventana.)
above (sobre, por encima de)	d The bird is above the tower. (El pájaro está sobre/por encima de la torre.)
behind (detrás de)	e The forest is behind the tower. El bosque está detrás de la torre
in front of (delante de)	f The lake is in front of the tower. El lago está delante de la torre.
near (cerca de)	
next to (junto a, al lado de)	g The garden is next to the tower. El jardín está junto a la torre
opposite (enfrente de)	h The prince is opposite the tower. (El príncipe está enfrente de la torre.) NO: The prince is opposite of the tower
between (entre)	i The horse is between the castle and the tower. (El caballo está entre el castillo y la torre.)
near (cerca de)	j The castle is near the tower. El castillo está cerca de la torre. NO: The castle is near of the tower

También utilizamos la preposición **at** (a, en):

Con el verbo arrive :	He always arrives at the concert punctually. (Siempre llega al concierto puntualmente.) NO: He always arrives to the concert punctually
En algunas expresiones muy frecuentes: at home , at school , at work :	He is at school from 9 to 2 and then at home from 2:30 to 5:00. Está en el colegio de 9 a 2 y luego en casa de 2:30 a 5. NO: at the school , at the home

Ejercicios

A Muestra la posición de cada persona en el dibujo colocando el número en la casilla correcta.

- 0 in the supermarket
- 1 on the supermarket
- 2 under the supermarket
- 3 behind the supermarket
- 4 in front of the supermarket
- 5 next to the supermarket



- 6 near the supermarket
- 7 above the supermarket

B Mira el dibujo y di si estas frases lo describen correctamente. Si la preposición no es correcta, cámbiala.

- 0 There is a TV under on the table.
- 0 There is a dog on ✓ the floor.
- 1 The dog is behind _____ the table
- 2 The cat is next to _____ the flowers.
- 3 The keys are next to _____ the flowers.
- 4 The flowers are in _____ the vase
- 5 There is a big book in front of _____ the flowers.
- 6 There is a picture under _____ the table.
- 7 The cat is above _____ the table.
- 8 There is a bird on _____ a cage.



C Estas personas se están presentando. Completa las descripciones con las preposiciones de la tabla.

(in front on (x 2) in under next at (x 2) above near)

My name is Mike. I live ⁰ in Manchester in Eng and I have a flat
the fifth floor of an apartment block. My friend Paul lives
² near me in a flat ³ on the sixth floor. I know that he's
⁴ at home now, because I can hear his music!

Hi! I'm Sue. I live in Flat 22 and my sister lives ⁵ in to me in Flat 23.
I'm a secretary and because I live ⁶ near my office I can walk to work in
twenty minutes. I start work ⁷ at the office at nine o'clock.

I'm Pete. I'm not happy. There's a train tunnel ⁸ in my house, and a
very busy road ⁹ in front of it. I'm always tired because I can't sleep very
much.

D Traduce estas frases.

- 0 Estoy delante del cine. I'm in front of the cinema.
- 1 Están en el trabajo. _____
- 2 La comida está en la mesa. _____
- 3 El banco está enfrente de mi casa. _____
- 4 Vivo al lado de la autopista. _____
- 5 Mi hermana vive en el quinto piso. _____
- 6 Hemos llegado a la fiesta muy tarde. _____
- 7 Ella no estaba en casa. _____

En inglés utilizamos las siguientes preposiciones para expresar cuándo ocurre algo:

in: con las partes del día, los meses, las estaciones, los años, y también con las ciudades

Fíjate que en inglés escribimos los meses en mayúsculas:

on con los días de la semana, con ocasiones especiales y con las fechas completas.

Fíjate que en estos casos en español nunca usamos preposición. En cambio en inglés es obligatoria:

at con las horas del día, con las horas de las comidas, con algunas festividades y con algunas expresiones especiales.

from (de/desde) para marcar el inicio de una acción.

from to (desde... a...) para expresar cuándo empieza y cuándo acaba la acción.

in the morning, **in** the afternoon, **in** the evening

(por la mañana, por la tarde) **NO:** ~~in~~ the night

in January, **in** February (en enero, en febrero)

in the spring, etc. (en primavera)

in 1542, **in** 2003 (en 1542, en 2003), **in** York (en York)

on Wednesday, **on** Thursday evening

(el miércoles, el jueves por la tarde)

Fíjate que en inglés escribimos los días de la semana en mayúsculas.

NO: The Saturday evening I went to the cinema

(El sábado por la noche fui al cine.)

on Christmas Day, **on** her birthday (el día de

Navidad, el día de su cumpleaños)

on 9th April (el 9 de abril)

Fíjate que en inglés la fecha se dice **on the ninth**

of April o bien **on April the ninth**.

NO: I was born the 31st March (Nací el 31 de Marzo.,

at 11 a.m., at 3 o'clock (a las once, a las tres en punto)

at breakfast, **at** lunch time, **at** dinner (a la hora del

desayuno/en el desayuno, en el almuerzo, en la cena)

at night **at** the weekend (por la noche, el fin de semana)

NO: The weekends we visit my grandparents. (Los

fines de semana visitamos a mis abuelos.)

at Christmas, **at** Easter (en Navidades, en Semana Santa)

I will be in Paris **from** Wednesday.

(Estaré en París desde el miércoles.)

The museum opens **from** 10 a.m. to 6 p.m.

(El museo abre de las 10 de la mañana a las 6 de la tarde.)

Observa que hay otras palabras que sirven para expresar cuándo ocurre la acción.

this (este...)

I'm going home **this** April.

(Voy a casa este mes de abril.)

next (el próximo..., el... que viene)

I'm playing tennis **next** Saturday

(Juego al tenis el sábado que viene.)

last (el pasado)

I saw her **last** month. (La vi el mes pasado.)

every (cada..., todas las...)

He visits his friends **every** week

(Visita a sus amigos cada semana.)

Ejercicios

1 Completa las oraciones con la preposición **in, on, at**.

- I went to Turkey in July.
- We must leave at five o'clock.
- We'll have a break in the afternoon.
- She's arriving on Monday.
- It's very cold here at night.
- I was born in 1970.

2 Completa este diálogo con las palabras correctas de la tabla.

two o'clock summer 1990 winter weekend Saturday birthday

- Anne: Are you going on holiday in the ¹ summer ?
- Tom: No, but I went skiing in Italy in the ² winter and I'm going to America at the ³ weekend. I'll be in New York on ⁴ Saturday; then I'm travelling south to Texas. What about you? Are you going away this year?
- Anne: Yes. In fact, I'm flying to Morocco at ⁵ two o'clock tomorrow.
- Tom: Really? It's a wonderful country. I was there in ⁶ 1990.
- Anne: Just think! I'll be on a Moroccan beach on ⁷ my birthday.

3 Completa estas oraciones con la información entre paréntesis y las preposiciones adecuadas.

- (2 → 0) The shop is closed from 2 to 3.
- (Friday →) She will be on holiday from Friday.
- (June → August) The beach is busy from June to August.
- (10 o'clock →) I'll be at the sports centre at 10 o'clock.
- (March →) The new motorway will be open from March.
- (Monday → Friday) We work from Monday to Friday.
- (1991 → 1994) He lived in Kenya from 1991 to 1994.

4 Esta es tu agenda para todo el año próximo. Haz frases sobre las actividades que tienes programadas utilizando el tiempo verbal Present Continuous (I'm doing ...) la información de la tabla y la preposición que necesites.

- | | |
|--|----------------------------------|
| 0 (play/golf) → the afternoon | 4 (visit/Egypt) → December |
| 1 (meet/Steve) → Wednesday morning | 5 (sell/my house) → January 10th |
| 2 (go/to the bank) → 10 a.m. on Friday | 6 (go/to Mexico) → the spring |
| 3 (start a new job) → next Monday | 7 (buy/a new boat) → next year |
-
- | | |
|--|---------|
| 0 I'm playing golf <u>in the afternoon</u> . | 4 _____ |
| 1 I _____ | 5 _____ |
| 2 I _____ | 6 _____ |
| 3 _____ | 7 _____ |

En español expresamos el movimiento con frases verbales (entro corriendo, subió, bajó, etc.) mientras que en inglés utilizamos una combinación de verbo de movimiento (go, walk, run, y una preposición que indica el sentido del mismo

Entró corriendo en la habitación.

He ran into the room.

Estas son las preposiciones de movimiento más importantes:

to (a, hacia)	I'm flying to Italy tomorrow. (Vuela a Italia mañana.)
into (hacia dentro de)	He ran into the station to catch the train. (Entró corriendo en la estación para tomar el tren.)
out of (hacia afuera de)	She walked out of the house. (Salió de la casa.)
up (hacia arriba)	He ran up the steps and knocked on the door. (Subió corriendo las escalones y llamó a la puerta.)
down (hacia abajo)	We cycled down the hill. (Bajamos la colina en bicicleta.)
over (por encima de)	He jumped over the wall. (Saltó por encima de la pared.)
under (por debajo de)	She walked under the bridge. (Pasó por debajo del puente.)
across (de un lado a otro)	The cat ran across the road. (El gato corrió al otro lado de la carretera/cruzó la carretera corriendo.)
along (a lo largo de)	We walked along the path. (Caminamos por el camino/a lo largo del camino.)
through (a través de)	They walked through the gate. (Cruzaron la verja/Pasaron a través de la verja.)
between (entre)	He ran between two players and scored a goal. (Corrió entre los dos jugadores y marcó un gol.)

A Completa las frases con la preposición correcta de la tabla.

into out of (x2) down (x2) up to (x2) ,

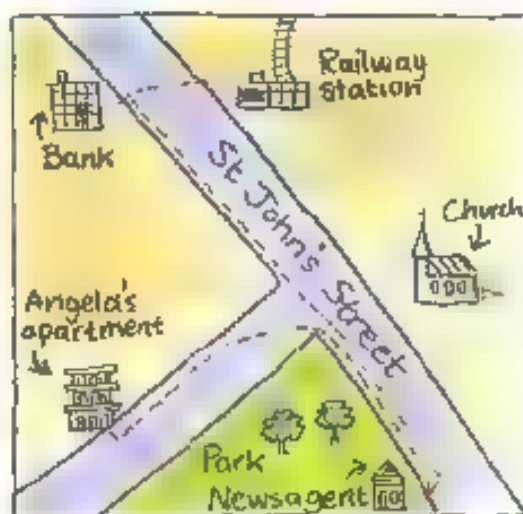
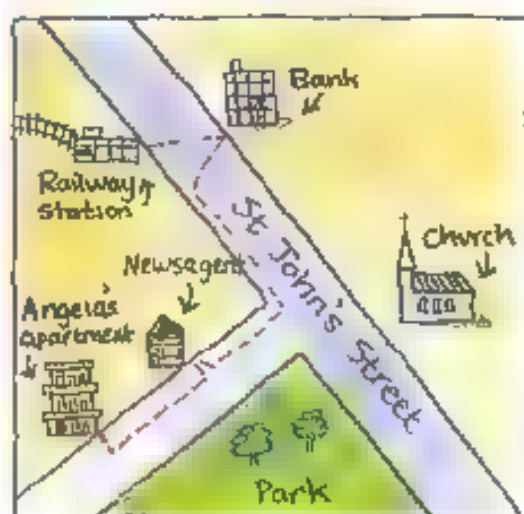
- 0 A fish jumped out of the water and landed on the shore.
- 1 We ran down the hill until we reached the bottom.
- 2 I climbed up the stairs to the top of the building.
- 3 He walked to the door and knocked.
- 4 I jumped over the sea and swam to the boat.
- 5 I went into the shops because I had to do some shopping.
- 6 She walked out of the house and went to her car.
- 7 The rain came down the roof and into the house.

B Completa las frases con la preposición correcta de la tabla.

(under over x3 through between across along)

- Henry kicked the ball and it went through the window and into the kitchen.
- She swam across the swimming pool from one side to the other.
- The dog hid under the table, so that we couldn't see it.
- The horse jumped over the fence and it won the race.
- The ball went between my head, so I couldn't catch it.
- We drove along the bridge, to the other side of town.
- You need to walk across Oxford Street and then turn left.
- The money has fallen through the bookcase and the wall.

C El texto describe un itinerario. Léelo con atención y selecciona el dibujo que muestra el camino que se ha seguido.



Angela left her house and walked to the nearest newsagent's a few doors from her apartment. There she bought the newspaper. Then she walked along St John's Street for a minute and then across the street to the bank. When she came out of the bank it was late, so she ran into the railway station across the street to catch her early morning train to London.

D Traduce las siguientes frases. Puedes utilizar los verbos de la tabla.

(fly come (x2) go run cycle jump)

- El humo sale por la chimenea. *The smoke is coming up the chimney.*
- Tienes que atravesar muchas calles.
- Subió corriendo los escalones.
- He bajado la colina en bicicleta en 10 minutos.
- ¿Estamos volando sobre Suiza?
- El jefe está entrando en la oficina.
- El gato saltó por encima de la verja.

51 Las preposiciones

A ¿Dónde está la rana?

0



The frog is on the leaf

1



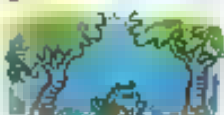
The frog is in the shoe

2



The frog is under the mushroom.

3



The frog is between the trees.

4



The frog is in the flower.

5



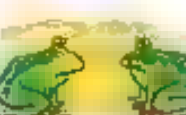
The frog is next to the man.

6



The frog is near the pond.

7



The frog is next to another frog.

B Coloca las siguientes preposiciones en la frase que corresponda.

on between behind in front of next to under near opposite into

0 Please, put this blanket on your bed

1 The Post Office is near here, only 2 minutes away

2 My school is between the supermarket and the baker's.

3 In the restaurant I sat between John and between Ferer and Jane

4 After the break everyone must go back to their classroom.

5 Please, sit next to me. I want to show you something.

6 Some animals live under the ground

7 Hurry up! A strange man is walking past us.

8 Teachers usually stand in front of of their class.

C Identifica el error en cada frase y corrígelo.

0 We are in the beach right now. We are at the beach right now.

1 School starts on September. _____

2 I'm going home in Christmas. _____

3 The war started at 1990. _____

4 We go to the gym the Mondays. _____

5 Are you leaving in the night? _____

6 My sister was born in October 1st. _____

7 The library is open at 12:00 to 16:00. _____

8 Is Mary in home? _____

D Completa la frases con la preposición de movimiento correspondiente.

0 A. Where are you going?

B. I'm going *into* the school. I left my books in the classroom.

1 A. Excuse me, can you help me go _____ the road?

B. Yes, of course. The traffic light is red now.

2 A: Don't walk _____ that ladder!

B: Why not? I'm not superstitious.

3 A: How did you break your leg?

B. I was running _____ the steps and I didn't see the last. I fell down.

4 Put your shoes _____ the bed. I don't want to see them.

5 Come _____ the water, you look cold!

E Completa con la preposición adecuada para cada frase

0 He always walks with his hands *in* _____ his pockets.

1 My mother is arriving _____ 7:15 a.m.

2 Our plane arrived _____ London very late.

3 We all have lunch together _____ Christmas Day.

4 What are you doing _____ Christmas? Nothing special.

5 I'll see you _____ dinner!

6 I'll see you _____ the evening!

7 Put these forks _____ the table. We're going to have lunch.

F Traduce las frases siguientes, utilizando verbo + preposición

0 El gato no quiere bajar del árbol.

The cat doesn't want to come down from the tree.

1 Subimos la escalera demasiado deprisa.

2 Pedro siempre está delante de, ordenador.

3 ¡Entra en casa ahora mismo!

4 Ayer, bajamos en bicicleta a la playa.

5 Sara atravesó el río nadando.

Utilizamos el artículo *a* (uno/una):

Delante de un nombre singular, contable.
Para información sobre nombres contables
e incontables, consulta las unidades sobre
LA CANTIDAD.

a pencil (un lápiz)
a car (un coche)
NO: *a cars*

Utilizamos la forma *an* del artículo cuando:

La palabra empieza por vocal:

an apple. NO: *a apple*.
an interesting film. NO: *a interesting film*.

La palabra comienza por 'h' muda:

an hour. NO: *a hour*. NI TAMPOCO: *an house* (la 'h'
no es muda aquí)

Fíjate que algunas palabras parecen empezar
por vocal pero se trata de sonidos no vocálicos,
por lo que el artículo sigue siendo *a* y no *an*:

a university. NO: *an university*
a European city. NO: *an European city*.

Utilizamos el artículo *a/an* (un/una).

Para hablar de una persona o cosa por
primera vez

have a car. *Tengo un coche/Tengo coche*. Fíjate
que en español puede que no necesitemos
artículo, pero en inglés sí.

Para decir el oficio o profesión.

She is a doctor (Ella es médica.)
NO: *She's doctor*

Con las cifras *hundred, thousand, million*.

a hundred people (den /un centenar de personas)
a thousand days (mil/un millar de días)
a million dollars (un millón de dólares)

Fíjate que *a/an* aparece también con precios y velocidades, y entonces no significa 'uno/una'

It costs 5 euro a litre. (Cuesta 5 euro el litro.)

They're driving at 150 km an hour. (Van a 150 kms. por hora.)

Utilizamos el artículo *the* (el/la/los/las) para

Referirnos a cosas o personas que ya
conocemos o cuando sólo hay un ejemplar

Put the books on the table
(Pon los libros sobre la mesa.) Ya sabemos de qué
libros y de qué mesa se trata, o bien sólo hay esos
libros y esa mesa en la habitación.)

Cuando se habla de tocar un instrumento
musical

He plays the guitar and she plays the violin.
(Él toca la guitarra y ella toca el violín.)

**FÍJATE QUE *a/an* acompaña siempre a un nombre en singular, mientras que *the* puede acompañar
nombres en plural igualmente:**

a chair (una silla) NO: *a chairs*

the chair (la silla)

the chairs (las sillas)

Ejercicios

A Completa las frases con a/an.

- 0 I bought a new car yesterday 3 He's an Italian bus ~~ness~~man
 0 It's a old film. 4 The journey took a hour.
 1 She's reading a interesting book 5 We've lost a black cat
 2 They've got a house in Spain 6 I want to buy a umbrella

B Completa estos diálogos con a/an/the.

- 0 Peter: I watched a interesting programme on TV. Then I had something to eat and I read a book.
 Joanna: What was the programme about?
 1 Steve: I've bought a jumper. I'm going to give it to Jo for her birthday.
 Cathy: Really? Can I see it jumper?
 2 Mary: Hello, Carol! What are you doing here?
 Carol: I'm waiting to speak to the manager of this shop. I bought a TV here yesterday, and it doesn't work.
 Mary: Oh. I bought a radio here and it's very good. Was it expensive?
 3 Chris: A police car and a ambulance stopped in my street this morning.
 Jimmy: Do you know why?
 Chris: We saw a police car stayed for five minutes and then a ambulance left with one of my neighbours inside.

C Lee estas frases fijándote en los artículos subrayados. Corrige los incorrectos.

- 0 I'm not sure what she does, but I think she's a doctor. ✓
 0 I saw the thousand different things when I was on holiday.
 1 Be careful! That perfume costs £100 a bottle.
 2 We must invite him to the party. He plays a piano and a guitar.
 3 A: What does John do?
 B: I'm not sure, but I think he is the teacher in a school.
 4 She likes to drive at the hundred miles an hour.

D Traduce las siguientes frases.

- 0 El es ingeniero. He is an engineer
 1 ¿Tocas la flauta? Do you play the flute?
 2 Soy taxista. I am a taxi driver.
 3 Cuesta 10 euro el kilo. It costs 10 euros a kilo.
 4 Hay un bolso en el armario. There is a bag in the wardrobe.

Utilizamos a/an (un/una):

Para referirnos a un objeto o persona en general, o mencionarla por primera vez:	He was talking with a doctor. (Estaba hablando con un médico.) They are singing a song. (Están cantando una canción.)
Para hablar de las profesiones:	She's an actress. (Ella es actriz.)
Para precios y velocidades:	It costs €1 a kilo. (Cuesta uno euro el kilo.) I drove at 80 km an hour. (Conduje a 80 kms. por hora.)
NO utilizamos a/an con nombres incontables (sugar, bread, music) ni con nombres en plural:	NO SE PUEDE DECIR: It was a very relaxing music. (Era una música muy relajante.) I have lost a library books. (He perdido unas libros la de biblioteca.)

Utilizamos the (el/la/los/las):

Con nombres de personas o cosas que son conocidas o claramente reconocibles:	I must go to the bank. (= Debo ir al banco; me refiero a mi banco, o sólo hay uno en mi localidad.) He complained about the government. (= Se quejó del gobierno; el de su país.)
The sirve para nombres en plural, si se trata de personas o objetos específicos:	Mike has read all the books I have. (Mike ha leído todos los libros que tengo.) The cats you saw are mine. (Los gatos que viste son míos.)
The puede acompañar también a nombres incontables (sugar, bread, music), si se trata de algo concreto, determinado:	Where is the sugar? (¿Dónde está el azúcar?) The education Diana had was very strict. (La educación que tuvo Diana fue muy estricta.)

NO utilizamos the:

Delante de nombres en plural (vegetables, pencils, ...) o nombres abstractos en singular (love, education, happiness, ...) cuando estamos hablando en general:	Do you like cats? (¿Te gustan los gatos?) Education is very important. (La educación es muy importante.)
Con nombres propios de personas, países, idiomas, calles, aeropuertos, estaciones, montañas y lagos, y con las comidas. Pero hay excepciones, como the USA para los Estados Unidos de América, o the United Kingdom para el Reino Unido.	She drove from Heathrow Airport to Gatwick Airport. (Condujo desde el aeropuerto de Heathrow al de Gatwick.) What time is lunch? (¿A qué hora es el almuerzo?) NO: What time is the lunch?

A Completa las frases con **a, an, the**, o en blanco si no es necesario ningún artículo.

- 0 I want to put some money into my bank account, so I'm going to the bank this afternoon. It's in — Midland Street.
- 1 I had — sandwich for — lunch today.
- 2 We flew to — Dublin Airport in — Ireland.
- 3 It was — long flight, but eventually we arrived in — USA.
- 4 I'm trying to learn — Japanese. I'm having — lesson tomorrow.
- 5 He made — angry speech against — government.

B Completa las frases con **a, an, the**, o en blanco si no es necesario ningún artículo.

- Mike: Is Maria ⁰ a student at your college?
- Rosie: No, she's — old friend of mine. We were at school together.
- Mike: What does she do now?
- Rosie: She's ² a computer programmer. She's not English, you know. She comes from ³ Brazil, but she's living in ⁴ the USA at the moment.
- Mike: Has she got ⁵ a job there?
- Rosie: Yes, she's working for ⁶ a big company there.
- Mike: Do you write ⁷ — letters to each other?
- Rosie: Yes, and I had ⁸ a long letter from her yesterday.

C Completa el relato con **a, an, the**.

Yesterday I was sitting on ⁰ a 6 o'clock train when I saw ¹ a strange man walking along the platform. He came into the carriage of ² the train where I was sitting, and he sat in the seat opposite mine. He opened ³ a newspaper and started reading it. On ⁴ the front page of ⁵ the newspaper, there was ⁶ a picture of ⁷ a bank robber. The words under ⁸ the picture were: "Wanted by the police. It was ⁹ the same man!"

D Corrige las siguientes frases.

- 0 There is a bread in the kitchen. *There is bread in the kitchen.*
- 1 Are you teacher?
- 2 Have you got a umbrella?
- 3 She goes to an university near mine.
- 4 They are going to the Brazil.
- 5 There are a books on my desk.
- 6 I saw him at the breakfast this morning.

En inglés hacemos los plurales de los nombres añadiéndoles **s**.

SINGULAR	PLURAL
a/one cup (una taza)	three cups (unas tazas)
the student (el estudiante)	the students (los estudiantes)

Algunos nombres añaden **-es**.

bus buses (autobus, -es)	kiss kisses (beso, -s)	potato potatoes (patata, -s)	watch watches (reloj, -es)
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Si el nombre acaba en **-y**, el plural lleva **-ies**:

family families (familia, -s)	city cities ciudad, -es	country countries país, -es
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Si el nombre acaba en **-f/-fe**, el plural se hace en **-ves**:

loaf loaves (pan, -s de pan)	wife wives esposa, -s)	knife knives cuchillo, -s)
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Pero algunos nombres tienen plurales irregulares:

man men (hombre, -s)	woman women (mujer, -es)	child children (niño, -s)
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En español, si no queremos repetir un nombre, podemos simplemente quitarlo.

En inglés, para no repetir un nombre lo sustituimos por **one** o su plural **ones**. Fíjate:

(Nuestra casa es la casa de la puerta roja.)
(Nuestra casa es la de la puerta roja.)

En español, hemos eliminado la palabra repetida.

(Me gustan los ojos azules.)
(Y los verdes también.)

En español, hemos eliminado la palabra ojos de la segunda oración.

Our house is the house with the red door.
Our house is the one with the red door.

En inglés, la sustituimos por **one**.

I like blue eyes.
And green ones too.

En inglés, lo hemos sustituido por **ones** porque es plural.

I'm going to buy a Coke. Would you like one too?

(Voy a comprarme una coca-cola. ¿Quieres una tú también?)

También utilizamos **Which one** (¿Cuál?). **Which ones** (¿Cuáles?) en preguntas, cuando tenemos que escoger entre varias posibilidades.



Vendedora: Which one would you like: the black top or the green one?

(¿Cuál le gustaría, el top negro o el verde?)

Siobhan: I'd like the green one, please. (Me gustaría el verde, por favor.)

Jim: I like the blue trainers. Which ones do you like? The red ones or the blue ones?

(Me gustan los botines azules. ¿Cuáles te gustan a ti? ¿Los rojos o los azules?)

Tony: I think I prefer the red ones. (Creo que prefiero las rojas.)

Ejercicios

- A** Pon un plural para cada dibujo. Puedes consultar la tabla en la página 196 antes de hacer el ejercicio.

0  Three boxes	1  Four	2  Two	3  Three
4  Three	5  Three	6  Three	7  Four

- B** Corrige los plurales incorrectos. Puedes consultar la tabla en la página 196 antes de hacer el ejercicio.

0 matchs	<u>matches</u>	5 citys
1 tooths		6 wifes
2 mans		7 tomatos
3 familys		8 wishtes
4 knifes		9 childrens

- C** Pon estas oraciones en plural.

0 There is a potato in the kitchen. (2)	There are <u>two potatoes</u> in the kitchen.
1 There is a big box on the desk. (3)	There are
2 There is a person in the corridor. (5)	There are
3 There is an umbrella in the closet. (4)	There are
4 There is a sharp knife in the drawer. (6)	There are
5 There is a woman at the bus stop. (2)	There are

- D** Completa los diálogos con **one** (singular) o **ones** (plural).

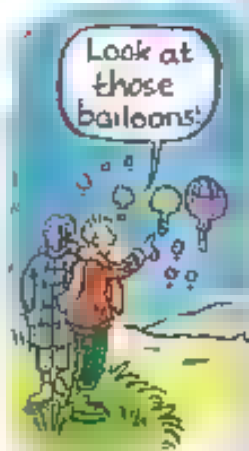
- 0 A: Have you got a Compact Disc player? I bought one yesterday.
B: No I haven't. But I think I'll buy one when I move house.
- 1 A: Which shoes do you like, sir? The brown ones are rather nice.
B: I'll have the brown ones, please.
- 2 A: Look at these two sofas, Mary. This one is very expensive, but that one looks uncomfortable. Which shall we buy?
B: We must buy the expensive one. We need a comfortable sofa.
- 3 A: I want to buy a new car. I've seen one that I like, but it's very expensive.
B: The one that you like are always very expensive!
- 4 A: I saw two films last week.
B: Which ones?
A: Superman and the new French ones. I can't remember its name.

55 Los demostrativos: this, that, these, those

Los demostrativos sirven para señalar objetos. **this** (este, -a, -o) y **these** (estas, -as) apuntan a cosas cercanas, mientras que **that** (ese, -a, -o) y **those** (esos, -as) señalan objetos más lejanos a nosotros:



Fíjate que los demostrativos pueden acompañar a un nombre (es decir, funcionan como adjetivos) o bien estar solos (es decir, funcionar como pronombres):



	SINGULAR	PLURAL
CERCA (en el espacio o en el tiempo)	This meat is delicious. <i>Esta carne es deliciosa.</i>	These cars are expensive. <i>Esos coches son caros.</i>
	This is too hard. <i>Esta está demasiado dura.</i>	These are cheap. <i>(Estos son baratos.)</i>
LEJOS (en el espacio o en el tiempo)	That book was very interesting. <i>Ese libro era muy interesante.</i>	Those exercises were difficult. <i>Esos ejercicios eran difíciles.</i>
	That was boring. <i>Ese era aburrido.</i>	Those were very easy. <i>Esos eran muy fáciles.</i>

Ejercicios

A Completa las oraciones con **this** (singular) o **these** (plural)

- I'd like to buy this book, please. How much is it?
- Could you tell me where _____ bus goes, please?
- _____ questions are difficult. Could you help me?
- _____ sandwiches are mine. Yours are on the table.
- _____ is wonderful! I love a hot bath after work.
- Have you got some cheaper pens? _____ are very expensive.

B Completa las oraciones con **that** (singular) o **those** (plural)

- Look at _____ clouds. I'm sure it's going to rain.
- Did you enjoy _____ film? I thought it was boring.
- Let's cross the road. _____ taxi is free.
- _____ flats are all very expensive because they're in the centre of town.
- _____ was beautiful. I was so hungry.

- C** Mira este dibujo de la frutería y haz preguntas sobre el precio de la fruta y la verdura. Utiliza **How much** (cuánto?) y los demostrativos **these/those** según la distancia.



- | | |
|---------------------------------|---|
| 0 How much are those cucumbers? | 4 |
| 0 How much are these oranges? | 5 |
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |

- D** Completa estos diálogos con **this, that, these, those**.

- A: Are you enjoying your meal?
 B: Yes, thanks. ⁰ This fish is excellent.
 A: This is my brother Steve and ¹ are my sisters, Kate and Joan.
 B: Hello. I've heard a lot about you.
 A: We've arrived! ² is our hotel here.
 B: Can you see ³ mountain? We're going to ski there tomorrow.
 A: ⁴ exams last week were very difficult.
 B: Yes. I hope ⁵ exam today is easier.
 A: ⁶ is your bed here?
 B: But ⁷ beds, there, look more comfortable.

La mayoría de los nombres tienen una forma singular y una forma plural:

house houses (casa, -s)

dog dogs (perro, -s)

man men (hombre, -s)

Estos nombres son contables, porque admiten a su lado una cantidad o un número:

one house two dogs three men

Los nombres contables pueden ir acompañados de diversos determinantes.

DETERMINANTE	NOMBRE CONTABLE
a, un, una Recuerda que es siempre singular.	<i>a house</i> (una casa)
some (algunos, -as)	<i>some houses</i> (algunas casas)

Observa que el nombre **people** (gente) es contable y siempre *plural* en inglés, aunque en español es singular y a veces puede que no necesite determinante:

There are some people waiting at the door.

(Hay gente esperando en la puerta.)

Fíjate que **some** puede aparecer en oraciones interrogativas cuando ofrecemos o pedimos algo en particular:

Can you give me some cups? (¿Puede darme unas tazas?)

DETERMINANTE	NOMBRE CONTABLE
any (algun) en oraciones interrogativas	<i>Did you see any books on Africa?</i> (¿Viste algún libro sobre África?)
any (ningún) en oraciones negativas	<i>didn't see any books on Africa</i> (No vi ningún libro sobre África.)
EL VERBO DEBE ESTAR EN FORMA NEGATIVA.	<i>No I saw any books.</i>

En ocasiones, **any** puede aparecer en oraciones afirmativas, pero con el significado de CUALQUIER:

Take any book. (Llévate cualquier libro.)

DETERMINANTE	NOMBRE CONTABLE
no (ningún, nada de)	<i>There are no buses to the museum.</i> (No hay autobuses al museo.)
EL VERBO DEBE ESTAR EN FORMA AFIRMATIVA	<i>NO: There aren't no buses to the museum.</i>

Recuerda que en inglés no puede existir una doble negación, aunque en español es la norma. Compara estos ejemplos:

No hay ningún gato en el jardín.

There isn't a cat in the garden.

There is no cat in the garden.

NO: *There isn't no cat in the house.*

Some/any pueden llevar detrás la estructura **of + NOMBRE/PRONOMBRE**:

Some of my friends are here. (Algunos de mis amigos están aquí.)

Are any of them with you? (¿Están algunos de ellos contigo?)

Ejercicios

- A** Completa estas frases con **There is/There are** y sus formas afirmativas, negativas e interrogativas.

- 0 ~~There is~~ _____ a table.
 1 _____ any cars outside? 4 _____ a green ball in here?
 2 _____ any pens on his desk. 5 _____ some parks in my town.
 3 _____ a banana in the fridge. 6 _____ no lemons

- B** ¿Qué hay en la mochila de Pablo? Completa las frases con **a/some/any/no**.

- 0 There isn't ~~a~~ _____ pencil.
 1 There are _____ pens.
 2 There is _____ notebook.
 3 There are _____ CDs.
 4 There is _____ book.
 5 There is _____ apple.
 6 There is _____ mobile.
 7 There aren't _____ computer games.
 8 There aren't _____ letters.



- C** Completa las oraciones con **a/some/any/no**.

- 0 I went to the library today, but I couldn't find any interesting books.
 1 There's _____ sock in the washing machine. Is it yours?
 2 Can you give me _____ magazines, please?
 3 I went into the museum and looked at _____ paintings.
 4 If you're hungry, there are _____ bananas in the cupboard.
 5 There's a thunderstorm, so there are _____ flights today, sorry.
 6 There weren't _____ people in the room.
 7 Did you find _____ cinema near here?
 8 There's nothing to read. There are _____ magazines and _____ books.

- D** Pon estas frases en forma negativa. Utiliza **not ... any**.

- 0 We've got some photos of our holiday. We haven't got any photos of our holiday.
 1 She gave me some oranges.
 2 There are some good films at the cinema this week.
 3 You'll find some umbrellas in the hall. _____
 4 Maria had some heavy suitcases with her at the airport.
 5 There are some letters for you today.
 6 We saw some bears in the mountains this morning.

Algunos nombres no tienen forma plural en español, como **'dinero' o 'gasolina'**, que no pueden ir acompañados de un número: **siete dineros / cuatro gasolinas**.

En inglés estos nombres son mucho más frecuentes que en español. Les llamamos **incontables**, porque no pueden llevar a su lado una cantidad o un número: **bread (pan)**. NO: **two breads**.

Fíjate que estas palabras no pueden llevar el determinante **a / un / una**, y que en su lugar suelen llevar **some / any / no**, aunque no se traduzca al español:

Have you got any money? (¿Tienes dinero?) NO: *Have you got a money?*

DETERMINANTE

some *un poco, algunos* en oraciones afirmativas

NOMBRE INCONTABLE

would like **some** coffee please
Querría un poco de café por favor

Fíjate que **some** puede aparecer en oraciones interrogativas cuando ofrecemos o pedimos algo en particular: *Can you give me some advice?* (¿Puede darme consejo?)

any *algún, algo de* en oraciones interrogativas

any *ningún, nada de* en oraciones negativas

EL VERBO DEBE ESTAR EN FORMA NEGATIVA.

INCONTABLES

Do you speak **any** Russian? *¿Hablas algo de ruso?*

I don't speak **any** Russian.

No, no hablo nada de ruso. NO: *speak any Russian.*

En ocasiones, **any** puede aparecer en oraciones afirmativas, pero con el significado de **CUALQUIER**:
You can leave at any time. (Puedes salir a cualquier hora.)

no *(ningún, nada de)*

EL VERBO DEBE ESTAR EN FORMA AFIRMATIVA.

INCONTABLES

I can find **no** food in the kitchen.

No encuentro nada de comida en la cocina.

NO: *There isn't no food in the kitchen.*

Recuerda que en inglés no puede existir una doble negación aunque en español es la norma. Compara estos ejemplos: *There isn't any furniture in the house.* No hay ningún mueble en la casa.

There is no furniture in the house. NO: *There isn't no furniture in the house.*

Los nombres **incontables** necesitan palabras especiales para expresar la cantidad

a glass of *(un vaso de)*

a cup of *(una taza de)*

a bottle of *(una botella de)*

a spoonful of *(una cucharada de)*

a slice of *(una rebanada de)*

a piece of *(un trozo de)*

water, milk, juice,

coffee, tea

water, milk, juice

sugar, honey, coffee,

bread, cake, toast, cheese,

bread, cake, toast, cheese

Fíjate que también podemos utilizar medidas:

grams (gramos), litres (litros), kilos, etc.

100 grams of sugar, two litres of milk,

half a kilo of coffee

Muchos nombres **incontables** son abstractos, y para hablar de un solo elemento en inglés necesitamos la expresión **a piece of** *(un/a, una pieza de)* aunque en español tengamos un equivalente contable: **a piece of information** (un dato), **a piece of news** (una noticia)

Ejercicios

A Completa las oraciones con **some**, **any**, **no**.

- I'm very thirsty. I'd like some water, please.
- It's a long journey, so we need to get some petrol.
- It's terrible! It's 8 o'clock and there isn't any coffee in the house.
- Can you help me, sir? I need some information.
- Can you go to the shops, please? We haven't got any milk.
- Can you give me some toast for breakfast, please?
- I can't go to the cinema this evening. I haven't got any money.

B Amy está preparando la lista de la compra. Haz preguntas y respuestas sobre lo que necesita comprar con **some/any/no**, y escribe debajo las cosas que necesita comprar esta semana.

sugar X
apples ✓
rice X
bread ✓
tomatoes X
mineral water X
cucumbers ✓

- Is there any sugar? (sugar)? No, there is no sugar. / No, there isn't any sugar.
- Are there any cucumbers? (cucumbers)? Yes, there are some cucumbers.
- Are there any apples? (apples)?
- Is there any bread? (bread)?
- Is there any rice? (rice)?
- Are there any tomatoes? (tomatoes)?
- Is there any mineral water? (mineral water)?

Amy needs to buy _____

C Completa las frases con la palabra adecuada.

- (slice, piece, cup) I'd like a cup of coffee, please.
- (glass, slice, spoonful) Would you like a slice of cheese on your toast?
- (pieces, cups, bottles) My father gave me two bottles of advice.
- (juice, bottle, piece) Could you buy a bottle of milk at the shops?
- (spoonful, piece, cup) That was a difficult piece of homework!
- (glass, piece, slice) Would you give me a glass of water, please?
- (slices, cups, pieces) How many cups of luggage do you have?
- (spoonfuls, glasses, cups) I normally take three spoonfuls of sugar in my tea.
- (pieces, slices, litres) I've just put forty litres of petrol in the car.
- (piece, slice, glass) I need a piece of information.



La cantidad (3): much, many.

How much? How many?

Utilizamos **much** (*mucho, -a*) y **many** (*muchos, -as*) para expresar la cantidad:

How much ...? (¿Cuanto, -a?)

much (*mucho, -a*) en oraciones interrogativas

much (*no muchos, -as*) en oraciones negativas

a lot of/lots of (*mucho, -a*) se utiliza en oraciones afirmativas. Fíjate que el verbo va en singular y el nombre también.

NOMBRE INCONTABLE

How much snow is there in the mountains?

(¿Cuánta nieve hay en las montañas?)

Is there **much** snow in the mountains?

(¿Hay mucha nieve en las montañas?)

There is **much** snow in the mountains.

(No hay mucha nieve en las montañas.)

There is **a lot of** information in this book.

(Hay mucha información en este libro.)

Fíjate que **much** no se utiliza en oraciones afirmativas. **How much** sólo puede acompañar a nombres incontables:

~~There is much sugar.~~ ~~There isn't much chairs.~~

How many ...? (¿Cuántos, -as?)

many (*muchos, -as*) en oraciones interrogativas

many (*no muchos, -as*) en oraciones negativas

a lot of/lots of (*muchos, -as*) se utiliza en oraciones afirmativas. Fíjate que el verbo va en plural y el nombre también.

CONTABLES

How many CDs have you got?

(¿Cuántos CDs tienes?)

Have you got **many** CDs? (¿Tienes muchos CDs?)

I haven't got **many** CDs. (No tengo muchos CDs.)

A lot of students work.

(Muchos, -as estudiantes trabajan)

Fíjate que (how) **many** sólo puede acompañar a nombres en plural. NO: ~~There aren't many water.~~

En las oraciones afirmativas, se utiliza **a lot of/lots of** aunque a veces se use también **many** en este formato.

También utilizamos **more** (*más*) para hablar de cantidades, tanto sólo como acompañando a **much** y **many**:

This cake needs more sugar. (Este pastel necesita más azúcar.)

I have more CDs than you. (Tengo más CDs que tú.)

We have done much more homework this week. (Hemos hecho muchos más deberes esta semana.)

There were many tourists yesterday, but today there are many more. (Había muchos turistas ayer, pero hoy hay muchos más.)

Ejercicios

A Escribe **much/many** con cada nombre.

0 How much money?

0 How many films?

4 How _____ petrol?

5 How _____ advice?

1 How _____ snow?

6 How _____ cigars?

2 How _____ tables?

7 How _____ sugar?

3 How _____ cats?

8 How _____ buses?

B Completa los diálogos con las palabras entre paréntesis en el orden correcto.

0 A: *Have you got much money?*

(you - much - got - money? have)

B: No, I haven't. I'm on my way to the bank.

1 A: Did you visit many museums in Paris?

B: No, we didn't.

(much we have - didn't time)

2 A:

(films - this year? - many have - seen - you)

B: Yes, I've been to the cinema quite often.

3 A:

(did - milk - much buy? - how - you)

B: I got two litres.

4 A: Did you have a good time at the zoo?

B: Not really.

(animals - see - many - we - didn't)

5 A:

(children - many have? how - you - do)

B: Three, at the moment! Two boys and a girl.

C Completa el diálogo con **much**, **more**, **a lot of**.

Aia: What are you doing this weekend?

Zadie: I don't know. I haven't got ⁰ **much** homework. I think. What about you?

Aia: I want to go shopping. I need _____ things. And there are ² exams next month, so I'd like to do it as soon as possible, because I'm not going to have ³ _____ free time.

Zadie: How ⁴ _____ money have you got?

Aia: I have some money from my birthday, and I have some ⁵ _____ from Christmas. About €50, I think.

Zadie: And what would you like to buy?

Aia: I have a lot of CDs but want ⁶ _____ And perhaps I can buy some books too.

Zadie: How ⁷ _____ does it cost?

Aia: Don't worry. It's on me!

Utilizamos **a little** (un poco de), **a few** (pocos, -as) para expresar la cantidad:

a few (pocos, -as) sólo puede acompañar a nombres contables.

CONTABLES

She is carrying **a few** suitcases.
(Ella lleva unos pocos maletas.)
Fíjate que el nombre va en plural.
NO: I have ~~a little~~ suitcases.

a little (un poco de) sólo puede acompañar a nombres incontables

INCONTABLES

I have **a little** money. (Ella tiene un poco de dinero.)
Fíjate que el nombre va en singular.
NO: I have ~~a few~~ money.

Fíjate que **a little**, **a few**, pueden utilizarse sin el artículo **a**, pero su significado cambia

There were **a few** cars. (Había unos pocos coches.)
There were **few** cars. (Había pocos coches ... tal vez esperábamos más.)
There was **a little** food in the oven. (Había un poco de comida en el horno ... probablemente una sorpresa agradable.)
There was **little** food in the oven. (Había poca comida en el horno. Nos quedamos con hambre.)

Some, any, much, many, a few, a little pueden aparecer sin un nombre al lado:

Have you got **any** money? Yes, I have **some**.
Sorry, I have **only a little**. Sorry, I haven't got **much**.
Sorry, I haven't got **any**. ¿Tienes dinero?
Sí, sí tengo. Lo siento, solo tengo un poco.
Lo siento, no tengo mucho. Lo siento, no tengo.)
Have you got **any** coins? Yes, I have **some**.
Yes, I have **a few**. Yes, but I haven't got **many**.
(¿Tienes monedas? Sí, sí tengo. Sí, tengo unas pocas. Sí, pero no tengo muchas.)

A little, a few pueden combinarse con **more** (más):

There were **a few more** cars in the street this morning. (Había unos pocos coches más en la calle esta mañana.)
Would you like **a little more** coffee? (¿Quieres un poco más de café?)

A lot of también puede usarse así, pero sin la preposición **of**:

Have you got **any** money? Yes, I have **a lot**. (¿Tienes dinero? Sí, tengo mucho.)

Ejercicios

A Di lo que ves en estos dibujos. Utiliza **a few**, **a little**.



0 **a few** pens



1



2



3



4



5

B Un amigo ha venido de visita. Ofrecele las siguientes cosas, utilizando **a few**, **a little** donde pone **some**.

0 Would you like some coffee? *Would you like a little coffee?*

1 Would you like some biscuits? _____

2 Shall I make you some sandwiches? _____

3 Would you like some cheese? _____

4 Can I bring you some cake? _____

5 Would you like some milk in your coffee? _____

6 Would you like some more sugar in your coffee? _____

C Contesta a estas preguntas con la información de los dibujos. Usa **much**/**many**/**a lot**/**(a) few**/**(a) little**.

0 Has he got a lot of homework?

No, he hasn't got a lot _____. He has a little/little _____.



1 How much tomato juice is there in the fridge?

There isn't _____. There is _____.



2 How many cars are there in the street?

There aren't _____. There are _____.



3 How much paper is there on the desk?

There isn't _____. There is _____.



4 How many coats are there on the coat rack?

There aren't _____. There are _____.



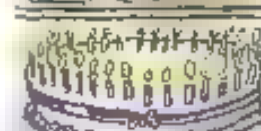
5 How many CDs are there next to the CD player?

There aren't _____. There are _____.



6 Is there a lot of cake for his birthday party?

Yes, there is _____.



D Corrige las siguientes frases

0 We need a few more bread for lunch. *We need a little more bread for lunch.*

1 Few people travels to work by car.

2 We need a little tomatoes for this meal. _____

3 My country has a little problems

4 Can you give me a few water, please? _____

5 Are you hungry? I'll make you a little sandwiches.

Utilizamos **all** (todos) y **most** (la mayoría de) como adjetivos seguidos de un nombre para hablar en general sobre las cosas o las personas:

all + NOMBRE	All sports are boring. (<i>Todos los deportes son aburridos.</i>)
all + morning/afternoon/evening/day/night, week/month/year (para un periodo de tiempo completo: <i>toda la mañana, toda la tarde, etc.</i>)	I waited for the phone call all morning. (<i>Esperé la llamada telefónica toda la mañana.</i>) NO: <i>all the morning</i>
most + NOMBRE	Most cities have a lot of shops. (<i>La mayoría de las ciudades tiene muchas tiendas.</i>) NO: <i>the most of the cities</i>

Cuando hablamos en particular de ciertas personas o cosas, la estructura cambia. Fíjate que entre el adjetivo de cantidad y el nombre normalmente necesitamos **of** y un determinante:

all (of) + DETERMINANTE + NOMBRE	All the family came./All of the family came. (<i>Toda la familia vino.</i>) All my family came./All of my family came. (<i>Toda mi familia vino.</i>)
most of + DETERMINANTE + NOMBRE	Most of the shops are open. (<i>La mayoría de las tiendas está abierta.</i>) Most of those clothes are too expensive. (<i>La mayoría de esas prendas son demasiado caras.</i>) NO: <i>the most of those clothes</i>
none of (ninguna de) + DETERMINANTE + NOMBRE Fíjate que la frase es negativa pero el verbo va en forma afirmativa:	None of the shops were open. (<i>Ninguna de las tiendas estaba abierta.</i>) None of my exams were very hard. (<i>Ninguno de mis exámenes fue muy difícil.</i>)

Fíjate que, si ya se conoce la persona o la cosa de la que estamos hablando, es posible utilizar pronombres en lugar de nombres:

PRONOMBRE + all	all of + PRONOMBRE
They all congratulated me. (<i>Todos ellos me felicitaron.</i>) NO: <i>All they congratulated me.</i> Fíjate que el orden en español es el inverso.	All of them congratulated me. (<i>Todos ellos me felicitaron.</i>) NO: <i>All of they congratulated me.</i>
most/none of + PRONOMBRE	
I went to the shops, but most of them were closed. (<i>Fui a las tiendas, pero la mayoría de ellas estaban cerradas.</i>) NO: <i>most of they</i> NI TAMPOCO <i>They most</i>	
The cake looked great, but none of us ate it. (<i>El pastel parecía buenísimo, pero ninguna de nosotras lo comió.</i>) NO: <i>none of we</i> NI TAMPOCO <i>We none.</i>	

A Mira la tabla de aprobados y suspensos de estos cuatro estudiantes y completa las frases con **all of (the)**, **most of (the)**, **none of (the)**

Student	Exam 1	Exam 2	Exam 3	Exam 4	Exam 5	Exam 6
Alice	PASS	PASS	FAIL	PASS	PASS	PASS
Bill	PASS	PASS	PASS	PASS	PASS	PASS
Carol	PASS	PASS	PASS	PASS	FAIL	PASS
David	FAIL	FAIL	FAIL	FAIL	FAIL	FAIL

- 0 Alice passed most of the exams. 4 Carol passed _____ them.
 1 Bill passed _____ exams. 5 David passed _____ them.
 2 Bill failed _____ them. 6 David passed _____ exams.
 3 Carol passed _____ exams. 7 David failed _____ exams.

B Completa las frases con las palabras correctas de la tabla.

(all all the none of the)

- 0 All children have to go to school in this country by law.
 0 The classroom was empty because all the children had gone home.
 1 We couldn't buy anything because _____ shops in the area were closed.
 2 A: Where were you at 3 o'clock yesterday afternoon?
 B: I was at home. I was at home _____ afternoon. I didn't go out until the evening.
 3 We went to a restaurant last night. _____ food was okay, but I didn't like the soup or the dessert.
 4 It was a very boring day. _____ places that we visited were interesting.
 5 He spent _____ morning reading the newspaper, so he didn't do any work.
 6 _____ phones in the station worked, so I couldn't phone you.
 7 We left the hotel at 9 o'clock in the morning, and we didn't go back to the hotel until the evening. We walked round the city, looking at the sights, _____ day.

C Corrige estas frases.

0 Most of museums are open on Sundays. Most museums are open on four days.

- 1 I didn't see none of them. _____
 2 The most of my teachers are nice. _____
 3 I spent all the day in bed. _____
 4 Did you pass any of the exams? _____
 5 All of the people is hungry. _____
 6 None pens write well. _____
 7 Have you got all the my notebooks? _____

61 Artículos, nombres y pronombres (1)

A Completa las frases con **a**, **an**, **the** o deja el hueco en blanco cuando no deba utilizarse ningún artículo.

- 0 I've got a new pair of jeans for my birthday.
- 1 My parents are leaving in an hour.
- 2 The Spanish people usually have lunch at home.
- 3 The north of Spain is very green.
- 4 She works in a very nice office.
- 5 I don't like football much.
- 6 She can play the guitar quite well.
- 7 My mum is a lawyer.
- 8 I always wear a coat in the winter.
- 9 I love both the sea and the mountains.
- 10 Children always like presents.
- 11 They can have some bread and some butter.

B Escoge el determinante adecuado.

- 0 *These/This* pair of shoes is too expensive.
- 1 Can you bring me *those/that* books?
- 2 I like *that/this* T shirt over there.
- 3 *These/This* bags are heavy.
- 4 *This/Those* boys are making a lot of noise.
- 5 Please, take *this/that* chair, the one next to the window.
- 6 *This/These* people aren't Spanish, they're speaking French.
- 7 *That/Those* children are very good friends.
- 8 *This/That* picture here is strange.

C Pon las palabras en el orden correcto.

- 0 isn't/any/There/milk/fridge/in/the
There isn't any milk in the fridge.
- 1 There/students/park/some/are/the/in
There are some students in the park.
- 2 He/give/any/can't/information/me
He can't give me any information.
- 3 Put/please/the/on/bread/some/table
Please put some bread on the table.
- 4 Would/like/you/ice-cream/some?
Would you like some ice-cream?

5 is/some/There/water/there

6 there/is/homework/for/any/tomorrow?

B Completa las frases con **there is/there are** en cualquiera de sus formas. Utiliza contracciones cuando sea posible.

- 0 ~~is there~~ _____ a notebook on his desk?
- 1 _____ any new students in my class.
- 2 _____ some girls behind the car.
- 3 _____ no sugar in this dessert.
- 4 _____ a theatre in my town.
- 5 _____ any spoons on the table?

E Observa los dibujos. Utiliza **how much** or **how many** para hacer preguntas sobre ellos y a **lot of**, **a little** o **a few** para responderlas.

- 0 **How much** _____ homework has he got?
He's got a lot of _____ homework.
- 1 _____ food is there on her plate?
There's _____ food.
- 2 _____ students are there in the classroom?
There are _____ students.
- 3 _____ glasses are there on the shelf?
There are _____ glasses on the shelf.
- 4 _____ money has she got in her purse?
She has got _____ money.
- 5 _____ posters are there on the wall?
There are _____ posters.



F Las frases siguientes tienen todas un error. Identifícalo y corrígelo.

- 0 We haven't got no photos of her. We haven't got any photos of her.
- 1 There's some teenagers playing basketball.
- 2 How many money do you need?
- 3 They don't want some sugar in their coffee. _____
- 4 Would you like any orange juice? _____
- 5 There isn't a lot of people in the bar. _____
- 6 I only have a little friends. _____
- 7 My parents have given me a good advice.

Los pronombres personales sustituyen a un nombre. Fíjate en este ejemplo:

SUJETO	VERBO	COMPLEMENTOS
Fatima	saw	Gwen and Albert
<i>✓Fatima</i>	<i>✓vió</i>	<i>✓a Gwen y Albert</i>
She	saw	them
<i>(Ella)</i>		<i>los vió. NO: She saw they</i>

She (*ella*) es un pronombre personal sujeto porque nos dice quién realiza la acción (ver) y va delante del verbo en inglés.

Them (*los, a ellos*) es un pronombre personal objeto porque en inglés va siempre detrás, aunque en español normalmente lo colocamos antes del verbo.

	SUJETO	OBJETO
SINGULAR	I (yo)	me (me, mí, conmigo)
	You (tú)	you (te, ti, contigo)
	He (él)	him (le, lo, con él)
	She (ella)	her (le, la, con ella)
	It (<i>ello, esto</i>)	it (le, la, lo, con él/ella)
PLURAL	We (nosotros)	us (nos, con nosotros)
	You (vosotros)	you (os, con vosotros)
	They (<i>ellos</i>)	them (les, los, las, con ellos)

El pronombre personal **it** en inglés se utiliza para referirse a:

Objetos	I'm studying French. It's difficult. (<i>Estudio francés. Es difícil.</i>)
El tiempo	It's cold. (<i>Hace frío.</i>)
La hora	It's 6 o'clock. (<i>Son las 6 en punto.</i>)
Los días y las fechas	It's Tuesday. (<i>Es martes.</i>)
Las distancias	It's 200 miles to Cork. (<i>Hay 200 millas a Cork.</i>)
Los animales	Look at that dog! It is big. (<i>Mira ese perro! Es grande.</i>)

Fíjate que en español no utilizamos un pronombre para estas situaciones, pero en inglés es esencial. NO podemos construir frases sin pronombre sujeto: *is Tuesday is midnight*

Ejercicios

A Haz frases sustituyendo los nombres subrayados por el pronombre correcto.

- John and I saw Peter yesterday. He bought John and me a cup of coffee.
we saw Peter yesterday. He bought us a cup of coffee.
- David and Mike are arriving today. I'm meeting David and Mike at the station.

2 I'm looking for Mary. Have you seen **Mary**? Mary isn't at home

3 **John** and I saw a film called *The Tiger* yesterday. Have you seen *The Tiger*?

4 Come to the swimming pool with **Joanna** and me. Joanna and I are leaving now.

5 **George** and **Jane** are meeting Paul today. Paul is having lunch with **George** and **Jane**

B Haz frases para los dibujos, poniendo el pronombre correcto en cada hueco.



0	saw	him	but	he	didn't see	me	I	him
1	saw		but		didn't see			
2	saw		but		didn't see			
3	saw		but		didn't see			
4	saw		but		didn't see			



I her



she it



we you



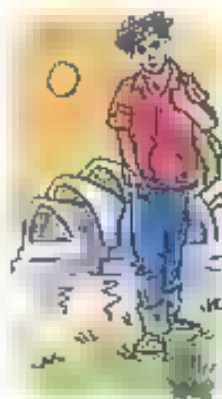
they him

E Lee este texto sobre James y su familia. Completa la primera parte con pronombres sujeto (I, you, he, etc.) y el segundo con pronombres objeto (me, you, him, etc.), y el tercero con cualquiera de ellos.

Hi! 0 I am James and 1 live in Australia. 2
We've got two brothers. 3 are called Pete and Mike. My mother works
at the hospital. 4 is a doctor. My father works in a sports shop.
5 works very hard. The shop makes a lot of money and
6 is always full of people.

On Saturdays I work for my father. I help 7 in the shop, and he
gives 8 some money. On Sundays we go to the beach. We have
two dogs, and we take 9 with us. We also take a ball and they
play with 10 on the beach while we swim in the sea.

At the moment I'm at university. I'm studying business. 11 is an
interesting subject. Two of my school friends are at university with
12. Our teachers are good but 13 give 14 a
lot of work to do. Next week 15 are all taking our first exams.
I want to get good marks in 16.



Algunos verbos en español y en inglés necesitan dos objetos, uno de persona y otro de cosa. Fíjate en estas frases:

She gave the newspaper to her brother. / She gave her brother the newspaper.
 «Ella le dio el periódico a su hermano. / Ella lo dio a su hermano el periódico.»



En inglés existen muchos verbos que necesitan dos objetos, el de persona (indirecto) y el de cosa (directo). Fíjate en estos:

SUJETO + VERBO + PERSONA + COSA

She gave her brother a shirt	(Ella le dio a su hermano una camisa.)
He sent me a letter.	(Él me envió una carta.)
I showed him my passport.	(Yo le enseñé mi pasaporte.)
Jane lent Frank some money	(Jane le prestó a Frank algo de dinero.)
I'll offer her a job	(Yo le ofreceré a ella un puesto de trabajo.)
I'll cook them a meal.	(Yo les prepararé una comida.)
I fetched her a plate.	(Yo le traje un plato.)
I'll get you a magazine.	(Yo te traeré una revista.)
I'll buy you a coffee.	(Te invito a café.)

Pero si ponemos el de cosa (objeto directo) antes que el de persona (objeto indirecto), necesitamos en inglés una preposición.

Con los verbos que significan en general dar o mostrar utilizamos la preposición **to** delante de la persona:

SUJETO + VERBO + COSA + to + PERSONA

She gave a shirt to her brother.	(Ella le dio una camisa a su hermano.)
He sent a letter to me.	(Él me envió una carta.)
I showed my passport to him	(Yo le enseñé mi pasaporte.)
Jane lent some money to Frank.	(Jane le prestó algo de dinero a Frank.)
I'll offer the job to the best candidate	(Le ofreceré el puesto de trabajo a la persona más cualificada.)

Con los verbos que significan en general hacer algo por alguien, utilizamos la preposición **for** delante de la persona:

SUJETO + VERBO + COSA + for + PERSONA

I'll cook a meal for them.	(Yo les prepararé una comida.)
I fetched a plate for her.	(Yo le traje un plato.)
I'll get a magazine for you.	(Yo te traeré una revista.)
I'll buy a coffee for you.	(Te invito a café.)

Fíjate que en español la estructura prácticamente no cambia, porque el español tiene un orden de la oración muy flexible, mientras que en inglés el orden es más estricto.

A Tim y Lucy salieron a cenar anoche. Haz frases sobre lo que ocurrió en la cena. Utiliza las palabras entre paréntesis y las dos estructuras posibles, cambiando el orden de los objetos.

- 0 (The waiter/give/the menu)
(her) *The waiter gave her the menu.*
(to Lucy) *The waiter gave the menu to Lucy.*
- 1 (The waiter/fetch/some wine.)
(them)
(for them)
- 2 (The waiter/show/the bottle.)
(him)
(to Tim) _____
- 3 (The chef/cook/a special meal.)
(them) _____
(for them)
- 4 (The waiter/give/the bill.)
(Tim) _____
(to Tim) _____

B Completa las oraciones con palabras de la tabla.

to an old lady for her children to his friends your message me to him any postcards

- 0 He offered his seat *to an old lady* _____
- 1 Could you fetch _____ a knife and fork?
- 2 I didn't lend my bike _____
- 3 He offered the chocolates _____
- 4 I gave _____ to Priscilla.
- 5 She bought some toys _____
- 6 I didn't send _____ to my family.

C Corrige las siguientes frases.

- 0 I never cooked breakfast to him. *never cooked breakfast for him.*
- 1 Did he show to you his photo? _____
- 2 Come with me! I'll buy dinner to you.
- 3 We gave a present him. _____
- 4 Can you fetch for me the book?
- 5 She didn't lend to me her dictionary.
- 6 Will they send the message for her? _____

64 Los posesivos

Los adjetivos posesivos acompañan a un nombre diciendo a quién pertenece.

It's my car. (Es mi coche)

This car is mine. (Este coche es mío)



ADJETIVOS POSESIVOS

my (mi)

your (tu)

his (su, de él)

her (su, de ella)

its (su, de casa o animal)

our (nuestro)

you (vuestro)

their (su, de ellos, -as)

my car (mi coche)

your umbrella (tu paraguas)

his book (su libro, el libro de él)

her dress (su vestido, el vestido de ella)

the frame of the picture (el marco de, cuadro) **its name** (su marco)

NO: his frame

our house (nuestra casa)

your holidays (vuestras vacaciones)

their garden (su jardín, el jardín de ellos)

Fíjate que el adjetivo posesivo siempre concuerda con la persona que posee, no con la cosa o persona poseída:

James and his wife (James y su mujer). **NO: James and her wife** (James y la mujer de ella).

Helen and her husband (Helen y su marido). **NO: Helen and his husband** (Helen y el marido de él)

No confundas **it's** (it + s) con **its** (su):

I've got a new dog. Its name is Toby. **NO: It's name is Toby**

Si tienes dudas, ve a la unidad **LOS PRONOMBRES PERSONALES** en la página 130.

Si el nombre está ausente, utilizamos un pronombre posesivo:

PRONOMBRES POSESIVOS

mine (mío, -a) (el mío, la mía)

yours (tuyo, -a) (el tuyo, la tuya)

his (suyo, -a, de él) (el suyo, la suya)

hers (suya, -a, de ella) (el suya, la suya)

ours (nuestro) (el nuestro, la nuestra)

yours (vuestro) (el vuestro, la vuestra)

theirs (suyo, -a, de ellos, -as) (el suya, la suya)

This car is mine. (Este coche es mío.)

This is yours. (Esto es tuyo.)

This is his. (Esto es suyo, de él.)

Is that dress really hers?

¿Es ese vestido de verdad suyo, de ella?

This house isn't ours. (Esta casa no es nuestra.)

Is this yours? (¿Es esto vuestro?)

This is theirs. (Esto es suyo, de ellos.)

Fíjate que en inglés el pronombre posesivo va solo, y no le acompaña ningún artículo:

Which computer is yours? (¿Qué ordenador es el tuyo?)

NO: Which computer is the yours?

Tampoco varía cuando usamos el plural:

This book isn't ours. (Este libro no es nuestro.)

Those pens are ours. (Esos bolígrafos son nuestros.)



- A** Completa estas frases con un adjetivo posesivo (my, your, etc.) y luego con el pronombre posesivo correspondiente (mine, yours, etc.)

- | | | |
|-------------------------------|-----------------------------|---------------------|
| 0 This car belongs to me. | This is <u>my</u> car. | It's <u>mine</u> |
| 1 That ticket belongs to you. | That's <u>your</u> ticket. | It's <u>yours</u> |
| 2 These shoes belong to her. | These are <u>her</u> shoes. | They're <u>hers</u> |
| 3 This house belongs to them. | This is <u>their</u> house. | It's <u>theirs</u> |
| 4 These cups belong to us. | These are <u>our</u> cups. | They're <u>ours</u> |
| 5 Those books belong to him. | Those are <u>his</u> books. | They're <u>his</u> |
| 6 That bag belongs to me. | That's <u>my</u> bag. | It's <u>mine</u> |

- B** Escoge el adjetivo o el pronombre posesivo.

- | | |
|------------------------------------|---|
| 0 Those are <u>his/hers</u> keys. | 4 Is this <u>her/hers</u> watch? |
| 1 These pens are <u>my/ mine</u> | 5 Those are <u>our/ours</u> sandwiches. |
| 2 That book is <u>your/yours</u> . | 6 That ruler is <u>their/theirs</u> . |
| 3 This is <u>my/mine</u> car. | 7 Is this bag <u>her/hers</u> ? |

- C** Escribe frases con la información de la tabla y los pronombres o adjetivos posesivos que necesites

	me	you	Rubén	Irene	Cuquí	we (you + me)	you (you + Rubén)	they (Rubén + Irene)
calendar	x							
diary			x					
computer		x						
videogames						x		
cat food					x			
sweater				x				
notebooks							x	
CDs								x

- 0 Have you seen my calendar?
- 1 Is this Rubén's diary? Yes, I think it's his.
- 2 Is this wonderful computer really your?
- 3 Whose videogames are these? They are his.
- 4 Cuquí is really hungry. Where is his food?
- 5 Irene is cold. She's looking for her sweater.
- 6 There's an exam on Monday. Can I have a look at your notebooks?
- 7 I borrowed their CDs last week.

Fíjate en las siguientes situaciones:

Jenny made Sue a cup of coffee. Jenny le hizo a Sue una taza de café.

Jenny made herself a cup of coffee. Jenny se hizo una taza de café. es decir para sí misma.

Los pronombres reflexivos se refieren al sujeto de la oración, y sirven para enfatizar quién hizo la acción. El pronombre reflexivo puede aparecer en cualquier posición aunque normalmente se coloca tras el verbo. Un pronombre reflexivo nunca puede ser el sujeto de una oración:

I bought myself a new coat. ¡Me compré un abrigo nuevo., NO: *Myself bought a new coat.*

PRONOMBRE PERSONAL	PRONOMBRE REFLEXIVO
I (yo)	myself (yo mismo, me)
you (tú)	yourself (tú mismo, -a, te)
he (él)	himself (él mismo, se)
she (ella)	herself (ella misma, se)
it (ello, cosa o animal)	itself (ello mismo, se)
we (nosotros)	ourselves (nosotros mismos, nos) NO: <i>ourself</i>
you (vosotros)	yourselves (vosotros mismos, os)
they (ellos)	themselves (ellos mismos, se) NO: <i>themself</i> <i>themselves</i>

En español utilizamos los verbos reflexivos y pronominales, es decir los que llevan *me, te, se, nos, os, se* con más frecuencia que en inglés: *ducharse: have a shower encontrarse: meet sentarse: sit down*

A veces estos verbos se expresan en inglés utilizando *get + ADJETIVO*. Encontrarás más información en la unidad *make, get, have, do* en la página 54.

Pero fíjate que algunos verbos en inglés a menudo van acompañados de un reflexivo, como el verbo *enjoy*, disfrutar: *pasarla bien* aunque en español no lo *se ven*:

They enjoyed the party. (Ellos disfrutaron la fiesta..)

They enjoyed themselves. (Ellos lo pasaron bien. NO: *They enjoyed.*)

Los reflexivos se emplean con frecuencia para dar más énfasis a la persona que realiza la acción. Lo normal es que se coloquen al final de una oración:

She did all the homework herself. (Hizo todos los deberes ella misma.)

También es muy frecuente la expresión *by + REFLEXIVO* (uno, -a solo, -a).

He built the house by himself. (Construyó la casa él solo.)

No debemos confundir los pronombres reflexivos con los recíprocos. Fíjate en estos dos ejemplos.

PRONOMBRE REFLEXIVO	myself, yourself, himself, etc.
La acción la realizan una o más personas. Lo que interesa es que lo hicieron ellos mismos, o que les afectó a ellos mismos.	<i>She looked at herself in the mirror.</i> (Ella se miró a sí misma en el espejo.)
PRONOMBRE RECÍPROCO	each other (el uno al otro)
La acción la realizan varias personas y les afecta mutuamente:	<i>Alan and Ruth took photographs of each other.</i> (Alan y Ruth se fotografiaron el uno al otro.)

Observa que los pronombres reflexivos varían según el sujeto. El pronombre recíproco no cambia.

A Completa las oraciones con el pronombre reflexivo adecuado.

- 0 I cooked *myself* a meal and then I watched television.
- 1 I'm sure he'll enjoy _____ on his trip.
- 2 I cut _____ while I was preparing the vegetables.
- 3 We amused _____ by playing cards while we were waiting for the plane.
- 4 Tom hurt _____ when he was playing football.
- 5 If you won't help me, I'll have to do it all.
- 6 She makes all her clothes _____.
- 7 The students organized the concert _____.
- 8 We painted the whole house _____.

B Haz frases con las palabras entre paréntesis. Utiliza el tiempo verbal y el reflexivo adecuados.

- 0 (Be careful with that knife or you/cut)
Be careful with that knife or *you'll cut yourself*.
- 1 (It was a very nice trip and we/enjoy/very much.)
It was a very nice trip and we _____.
- 2 (I/burn/while I was taking the dish out of the oven.)
I _____ while I was taking the dish out of the oven.
- 3 (He didn't have lessons. He/teach)
He didn't have lessons. _____.
- 4 (I think I/buy/a new coat tomorrow.) _____.
- 5 (She/make/a sandwich and ate it in the kitchen)
_____ and ate it in the kitchen.

C Completa las oraciones con un pronombre reflexivo (*myself, yourself, etc.*) o el pronombre recíproco (*each other*)

- 0 They spent the whole evening arguing with *each other*.
- 0 Their house is very beautiful. they designed it *themselves*.
- 1 Mary met John in April, but they didn't see _____ again until July.
- 2 They're not friends. in fact, they don't like _____ at all.
- 3 Don't ask me to help you. You must do it _____.
- 4 We didn't buy it. _____ A friend bought it for us.
- 5 I could hear two people shouting at _____.
- 6 We're working in the same office now, so Ron and I see _____ every day.



En inglés utilizamos frecuentemente combinaciones de **some**, **any**, **no** para hablar de personas, cosas o lugares indefinidos o poco concretos.

Los compuestos de **some** se utilizan en oraciones afirmativas:

something (algo)	I'll show you something . <i>Te mostraré algo.</i>
somebody (alguien)	There is somebody in the kitchen. <i>Hay alguien en la cocina.</i>
someone (alguien)	There is someone in the kitchen. <i>Hay alguien en la cocina.</i>
somewhere (alguna parte, algún lugar)	He lives somewhere in the south of Spain. <i>(Vive en alguna parte del sur de España.)</i>

Los compuestos de **any** se utilizan en oraciones interrogativas o con el verbo en negativa:

anything (algo, nada)	Did he tell you anything ? <i>¿Te dijo algo?</i>
anybody (alguien, nadie)	I didn't see anybody . <i>(No vi a nadie.)</i>
anyone (alguien, nadie)	Will you meet anyone ? <i>¿Conocerás a alguien?</i>
anywhere (alguna parte, ninguna parte)	I can't find my glasses anywhere . <i>(No encuentro mis gafas por ninguna parte.)</i>

Recuerda que los compuestos de **any** no pueden ser el sujeto de una oración negativa:

Nobody went home. *Nadie se fue a casa.* NO: **Anybody** didn't go home.

Los compuestos de **no** se utilizan en frases negativas pero con el verbo siempre en afirmativo:

nothing (nada)	Nothing is the same without her. <i>Nada es igual sin ella.</i> NO: Nothing isn't the same.
nobody (nadie)	Nobody came to my party. <i>Nadie vino a mi fiesta.</i> NO: Nobody didn't come.
no one (nadie) Fíjate que se escribe por separado	I saw no one in the garden. <i>(No vi a nadie en el jardín.)</i> NO: I didn't see no one .
nowhere (ninguna parte, ningún sitio)	I have nowhere to go. <i>(No tengo ningún sitio a donde ir.)</i> NO: I don't have nowhere .

Todos estos compuestos pueden ir seguidos de:

Cualquier adjetivo:	Did you see anything beautiful? <i>¿Viste algo bonito?</i>
else (más), (otra persona, otra cosa, en otro sitio/lugar)	I didn't tell anybody else. <i>(No se lo dije a nadie más.)</i> Your glasses are not in your handbag. They must be somewhere else . <i>(Tus gafas no están en tu bolso. Deben de estar en otro sitio/lugar.)</i>
Infinitivo con to:	She can't stay. She has something to do . <i>(No puede quedarse. Tiene algo que hacer.)</i> I'm hungry. Is there anything to eat ? <i>(Tengo hambre. Hay algo de comer?)</i>

A Completa las oraciones con una de las palabras de la tabla.

anything nobody somebody somewhere nothing something

- 0 *Somebody* phoned you today, but he didn't tell me his name
- 1 Everybody was having lunch in the restaurant so there was _____ in the office
- 2 She didn't say _____ about her job when I spoke to her.
- 3 I'm sure you'll find it _____ if you keep looking
- 4 A Are you worried about something? B No, _____ is worrying me
- 5 Can I speak to you for a moment? I want to discuss _____ with you

B Escoge la forma correcta del verbo entre paréntesis

- 0 I'm afraid I *don't know* _____ (know/don't know) anything about this subject.
- 1 I rang the doorbell but nobody _____ (was/wasn't) in.
- 2 I asked a lot of people, but nobody _____ (knew/didn't know)
- 3 I _____ (have seen/have not seen) anything so lovely before in my life
- 4 I _____ ate/didn't eat) anything for lunch yesterday
- 5 Nothing interesting _____ (has happened/hasn't happened, recently)

C Re-escribe estas frases introduciendo el compuesto de **some**, **any** o **no** entre paréntesis y el adjetivo subrayado.

- 0 A strange thing happened yesterday. (something)
Something strange happened yesterday.
- 1 Let's listen to some different music. (something)
Let's listen to _____.
- 2 Is there an interesting programme on TV tonight? (anything)
Is there _____ on TV tonight?
- 3 You won't find better food in any other place. (anywhere)
You won't find better food _____.
- 4 Is there a cheap place we can go for lunch? (anywhere)
Is there _____ we can go for lunch?
- 5 Let's sit in a different place. (somewhere) Let's sit _____.

D Traduce las siguientes frases.

- 0 He encontrado algo extraño. *I've found something strange.*
- 1 ¿Has visto algo nuevo en la tele? _____
- 2 No tengo nada más que decir. _____
- 3 Nadie tiene tiempo libre. _____
- 4 ¿Leiste algo interesante? _____
- 5 Mis llaves tienen que estar en alguna parte. _____

67 Artículos, nombres y pronombres (2)

A Escribe frases con los elementos siguientes.

0 doesn't/like/she/much/me *She doesn't like me much.*

1 the truth/they/never/him/told _____

2 to/after class/we/her/gave/it _____

3 invited/to his flat/me/he _____

4 I/a new job/her/offered _____

5 often/go/beach/to/we/the summer/in _____

6 a nice postcard/her/you/sent _____

B Completa los diálogos con los siguientes adjetivos o pronombres posesivos.

her (x2) mine your their (x2) hers his theirs

0 A Whose books are these?

B. *Theirs*, Marco and Daniel's

1 A Look! This is Lina's new bike _____ father gave it to her last night

B: Is it really _____? It's very nice

2 A Mel and Linda are going to Madrid _____ mother has got a new job there

B: How lucky!

3 A Marina and _____ husband are coming in a few minutes.

B: Yes, I think that's _____ car arriving

4 A Tom's very sad because _____ cat died last week.

B: I'm sorry!

5 A Sam, is that _____ cap over there?

B: No, it isn't _____. It's Sara's.

C Sustituye elementos en negrita por el pronombre sujeto (I, you, she, he, etc.) u objeto (me, you, her, him, etc.) que corresponda

0 Irene is talking to **our form teacher** now.

She _____ *her/him*

1 Are your parents happy with **their new house**?

2 My sister and I saw Jonathan last night,

3 Give that ball to the children

4 You and Marco can take **those chairs**.

5 Don't talk to your mother like that

6 Silvia likes chocolate very much

D Identifica los errores en cada una de las frases siguientes y corrígelos

- 0 No, that notebook isn't my ~~no, that notebook isn't mine.~~
1 We don't like his husband
2 Those children are alone, they parents left a few minutes ago
3 Laura and me are living together.
4 Don't open it! It isn't the yours.
5 Can you give this pen to he?
6 Mine shoes are dirty.

E Completa las frases con derivados de **some**, **any**, **no**.

- 0 Did anything happen while I was away?
1 Is there _____ to eat?
2 Please, wear _____ nice. It's a very important party
3 _____ came to class this morning. They are all ill.
4 Is there _____ waiting for me?
5 Sorry, there's _____ I can do for you.
6 Would you like _____ to drink?

F Mira los porcentajes y completa el texto sobre la ciudad de Oxten utilizando **all**, **most**, **some** o **none (of)** según corresponda.

People living in houses	55%
Houses with swimming pool	0%
Married couples	90%
Couples with children	40%
Couples with more than 1 child	38%
People with a car	100%
People with more than 2 cars	0%
Men and women working in the city	82%
Men and women working in the evening	30%

Some people live in houses but ⁰ *none of them* has a swimming pool.

- 1 _____ people are married and ² _____ them have children. However, ³ _____ the married couples have just one child.
4 _____ citizens have a car although ⁵ _____ them has more than one. ⁶ _____ men and women work in the city and ⁷ _____ them work in the evening.

Los adjetivos en inglés sirven para describir a las personas y las cosas. Fíjate que su forma es invariable, sea como sea el nombre al que acompaña: masculino, femenino, singular plural.

a rich man (un hombre rico) a rich woman (una mujer rica) two rich people (dos personas ricas)

Los adjetivos de nacionalidad siempre se escriben con mayúsculas:

American (americano, -a)	Indian (indio, -a)	Portuguese (portugués, -a)	Greek (griego, -a)	Scottish (escocés, -a)	Turkish (turco, -a)
German (alemán, -a)	Russian (rusa, -a)	Chinese (chino, -a)	Dutch (holandés, -a)	Spanish (español, -a)	English (inglés, -a)
South African (sudafricano, -a)	Australian (australiano, -a)	Japanese (japonés, -a)	French (francés, -a)	Polish (polaco, -a)	Swedish (sueco, -a)

El adjetivo puede ir en distintas posiciones:

ADJETIVO + NOMBRE

Fíjate que en español el adjetivo se pone tras el nombre y puede ponerse en plural. En inglés no.

VERBO + ADJETIVO

Con los verbos *be* (ser o estar), *look* (parecer), *taste* (saber), *tell* (sabor a), *smell* (oler), *sound* (sonar), *feel* (sentir/se).

It is a beautiful cat. (Es un gato bonito.)

NO: It is-a-e-a- beautiful.

I like these expensive T-shirts.

Estas camisetas caras me gustan.

NO: I like these T-shirts expensive.

They are tall. Ellos son altos.

NO: They are tall.

The children look happy.

(Los niños parecen felices.)

NO: The children look happily.

Si hay más de un adjetivo delante de nombre, el orden correcto es:

ARTÍCULO O POSESIVO	ADJ. DE TAMAÑO	ADJ. DE EDAD	ADJ. DE COLOR	ADJ. DE NACIONALIDAD	ADJ. DE MATERIAL	NOMBRE
A	big,	old	—	—	stone	building. (Un edificio grande viejo de piedra)
The	small,	—	—	—	wooden	table. (La mesa pequeña de madera)
A	tiny,	new,	green,	French,	leather	bag. (Un bolso francés, pequeño y nuevo de piel verde.)

Fíjate que utilizamos comas para separar los adjetivos cuando hay más de uno delante del nombre. Si aparecen detrás de un verbo, lo habitual es utilizar la palabra *and* (y):

She looked happy and relaxed. (Ella parecía feliz y relajada.)

ejercicios

A Encuentra los 12 adjetivos que hay en este relato y subráyalos.

I went for a long walk in the countryside yesterday. It was a hot day, and soon I was tired and thirsty. There was a small house by the side of the road, and I decided to ask for a glass of cold water. I rang the bell and an old lady opened the big wooden door. She looked kind and she offered me a glass of fresh juice. It tasted great!

B Completa las oraciones con un adjetivo de la tabla.

new terrible expensive sad wonderful fresh difficult

- Gold rings are normally expensive.
- This food smells _____ . I love fish and chips.
- It was a _____ exam. I'm sure I haven't passed.
- I've just bought a _____ sports car.
- He looks _____. I don't think he likes his job.
- This orange juice tastes _____. Is it _____ ?

C Corrige el orden de los adjetivos en estas frases.

- She lost a gold, small ring at the disco yesterday night.
small, gold
- I have an old, Italian painting in my living-room.
✓
- I'm looking for my cotton, green shirt and my brown, leather shoes.
- George has a Spanish, modern villa near the sea. He goes there every summer.
- I live in an old, white house near the river. I've got a black, large dog!
- I had an interesting talk with a Polish, young student last week.
- We are having lunch in a big, Japanese, new restaurant in the centre of town.

D Traduce las siguientes oraciones.

- Tengo un gato negro. I have a black cat.
- Mi casa es grande y blanca.
- Pedro vive en un piso pequeño.
- Necesitamos dos sofás grandes.
- Mi madre me compró unos pendientes de oro.
- Me gusta la comida japonesa. Es muy ligera.

69 Los numerales

Fíjate en estas frases.

Three students were late. (Tres estudiantes llegaron tarde.)

She lives on the third floor. (Vive en el tercer piso.)

Three (tres) es un número cardinal mientras que **third** (tercer) es un número ordinal véase la tabla en la página 200 para una lista completa de los números cardinales e ordinales.

Ejemplos de números cardinales a partir de 100:

100 one a hundred (cien)	52 a hundred and fifty two (ciento cincuenta y dos) NO: one-hundred-fifty-two
200 two hundred (doscientos)	210 two hundred and ten (doscientos diez) NO: two-hundred-ten
1000 a thousand (mil)	3003 three thousand and three (tres mil tres) NO: three-thousand-three
1,000,000 a million (un millón)	4,000,000 four million (cuatro millones) NO: four-millions

Fíjate que en inglés escribimos comas en vez de puntos para marcar los miles o los millones y que siempre se pone **and** delante de las decenas o, si no las hay, de las unidades.

538 *five hundred and thirty-eight*

508 *five hundred and eight*

Fíjate que el número 0 (zero) es especial y que se dice de varias maneras distintas

En algunos deportes se dice nil	The score was two nil. (2-0). (El resultado fue dos a cero.)
En las temperaturas se dice zero o también nought	Temperatures today will reach twelve below zero (12). Las temperaturas de hoy alcanzarán los doce grados bajo cero.)
En los números de teléfono, se lee oh (ou):	661 903 408 (six-six-one, nine-oh-three, four-oh-eight.)

Utilizamos los números ordinales para escribir las fechas en inglés:

12th June: the twelfth of June June the twelfth NO: the twelve of June	(el doce de junio)
2 March: the second of March March the second NO: the two of March	(el dos de marzo)

En inglés normalmente decimos los años agrupándolos de dos en dos.

1513 (15 + 13) fifteen thirteen	(mil quinientos trece)
1994 (19 + 94) nineteen ninety-four	(mil novecientos noventa y cuatro)

Pero no en el caso del nuevo milenio:

30 May 2004: the thirtieth of May, two thousand and four

Ejercicios

A Escoge la forma correcta de cada pareja de números cardinales u ordinales.

0 (116)	a hundred-sixteen	a hundred and sixteen ✓
1 (49)	fourty-nine	forty-nine
2 (600)	six hundred	six hundreds
3 (4th)	fourth	forth
4 (12th)	twelfth	twelfth
5 (\$2,000)	two thousand dollars	two thousands dollars
6 (5th)	fiveth	fifth
7 (7,000,000)	seven million	seven milions
8 (9th)	ninth	nineth
9 (395)	three hundred and ninety five	three hundred ninety-five

B Escribe en qué piso y qué planta viven las personas de este bloque.

0 John lives in flat forty on the fourth floor

1 Charles lives in flat _____

2 Maria _____

3 Diana _____

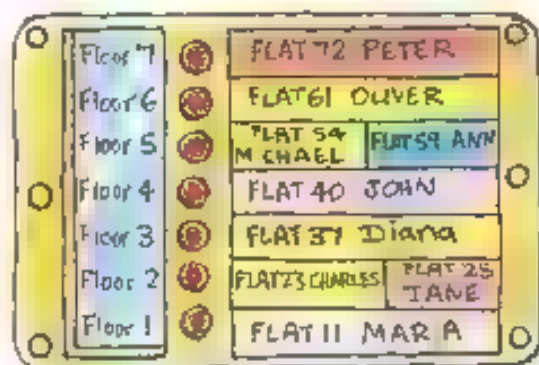
4 Michael _____

5 Peter _____

6 Jane _____

7 Ann _____

8 Oliver _____



C Completa esta entrevista escribiendo las fechas entre paréntesis.

A: When were you born?

B: I was born on the thirteenth of October nineteen sixty five (13.10.65)

A: When did you go to secondary school?

B: In 1976, (1976)

A: And when did you leave secondary school?

B: Seven years later. My final exam was on 16.6.83, (16.6.83)

A: Did you start university in the same year?

B: Yes, on 29 September, (29 September)

A: Did you spend three or four years there?

B: Well, I left in 1987, (1987). That's four years.

A: And your first job? When was that?

B: I started work in an office on 10.1.88, (10.1.88)

Utilizamos **as + adjetivo + as (tan + adjetivo + como ...)** para:

Expresar la igualdad entre dos cosas o personas:

The chair **is as expensive as** the table.
(La silla es tan cara como la mesa.)



Empleamos **not as + adjetivo + as no tan + adjetivo + como** para:

Expresar la diferencia entre dos cosas o personas:

She's **not as strong as** me.
(Ella no es tan fuerte como yo.)
NO: She's ~~not as strong as~~ I.

Decimos **(not) as + adverbio + as (tan + adverbio + como)** para:

Expresar la igualdad o la diferencia en el modo de hacer las cosas:

She cooks **as well as** Tom.
(Ella cocina tan bien como Tom.)
He can't run **as quickly as** her.
(Él no puede correr tan velozmente como ella.)

Usamos **(not) as many + nombre en plural + as (tantos/as + nombre en plural + como)** para:

Hablar de cantidades iguales o diferentes de cosas o personas:

Jane has got **as many friends as** Mary.
(Jane tiene tantos amigos como Mary.)
I don't have **as many books as** you.
(No tengo tantos libros como tú.)

Ponemos **(not) as much + nombre incontable + as (tanto/a + nombre incontable + como)** para:

Hablar de cantidades iguales o diferentes de cosas cuando el nombre es incontable (money, work, traffic, etc.).

Paris has **as much traffic as** Madrid.
(París tiene tanto tráfico como Madrid.)
Jack doesn't do **as much work as** me.
(Jack no hace tanto trabajo como yo.)

Recuerda que para comparar cosas siempre usamos **as**:

I **have the same car as** my sister. (Tengo el mismo coche que mi hermana.)
NO: I ~~have the same car that~~ my sister.



A Completa las frases con una palabra de la tabla.

happily comfortable people fast heavy food full school time

0 This hotel isn't as comfortable as the one next door.

1 The glass is as _____ as the bottle.

2 There are as many _____ outside as inside the room.

- 3 He's on holiday. He has as much _____ as me.
- 4 My luggage isn't as _____ as yours.
- 5 I can eat as much _____ as I like
- 6 Ingrid can swim as _____ as her brother.
- 7 Her town has as many _____ as his.
- 8 They didn't live as _____ as before the accident

B Completa las frases con **as + adjetivo/adverbio + as**. El significado debe ser idéntico a la que está completa.

- 0 Sweden is bigger than Britain.
Britain isn't as big as Sweden
- 1 The other students learn more quickly than me.
I don't learn _____ the other students.
- 2 You're very angry and I'm very angry also
I'm _____ you.
- 3 The seats at the front are more expensive than the seats at the back.
The seats at the back aren't _____ the seats at the front.
- 4 Central Park in New York is bigger than Hyde Park in London.
Hyde Park in London isn't _____ Central Park in New York
- 5 Her last film was very good and her new film is also very good
Her new film is _____ her last film.

C Une las frases entre paréntesis con **as much/many + nombre + as**

- 0 (I've got about 50 books. Jack's got about 100.)
I haven't got as many books as Jack
- 0 (You've done a lot of work. I've done a lot of work also.)
I've done as much work as you
- 1 (Alan earns a lot of money. Sheila only earns a little.)
Sheila doesn't earn _____ Alan
- 2 (George has been to five countries. I've also been to five countries.)
I've been to _____ George
- 3 (You've had five jobs. I've only had two.)
I haven't had _____ you.
- 4 (Tom has a lot of luggage. Jane has a lot of luggage too.)
Jane has _____ Tom.
- 5 (Mary answered most of the questions. I only answered about half.)
I didn't answer _____ Mary.

71 Los comparativos

Utilizamos la forma comparativa de los adjetivos para contrastar dos objetos o personas:



£100 per night

The Plaza Hotel is cheaper

(El Hotel Plaza es más barato.)

The Excelsior Hotel is more expensive

(El Hotel Excelsior es más caro.)



£50 per night

Fíjate que en español utilizamos **MÁS** + adjetivo en ambas oraciones, sin embargo en inglés tenemos dos posibilidades diferentes:

- 1 Los adjetivos cortos (una sílaba) hacen la forma comparativa añadiendo la terminación **-er**

old (viejo)	older (más viejo)
nice (agradable)	nicer (más agradable)
big (grande)	bigger (más grande)
hot (caliente)	hotter (más caliente)

También los adjetivos de dos sílabas acabados en **-y** toman la terminación **-ier**

happy (feliz)	happier (más feliz)
hungry (hambriento)	hungrier (más hambriento)

This is older (Este es más viejo.)

NO: *This is more old.*

Those are bigger (Esos son más grandes.)

NO: *Those are more bigs*

Puedes comprobar las reglas ortográficas en la página 201

- 2 Los adjetivos más largos (dos o más sílabas) no cambian su forma, sino que van acompañados de la palabra **more**:

famous (famoso)	more famous (más famoso)
difficult (difícil)	more difficult (más difícil)

This is more beautiful (Este es más bonito.)

NO: *This is beautifuler*; *This is more-beautifuler*

Algunos adjetivos tienen comparativos irregulares

good (bueno)	better (mejor)
bad (malo)	worse (peor)

I feel better today (Hay me siento mejor.)

NO: *I feel gooder today*; *I feel more good today*

- 3 Fíjate que si mencionamos las dos cosas que estamos comparando, necesitamos que el adjetivo comparativo vaya acompañado de la partícula **than** (que):

Tom is richer than Paul (Tom es más rico que Paul.)
NO: *Tom is richer Paul.*

Paris is more beautiful than Villanueva.

(París es más hermoso que Villanueva.)

NO: *Paris is more beautiful that Villanueva.*

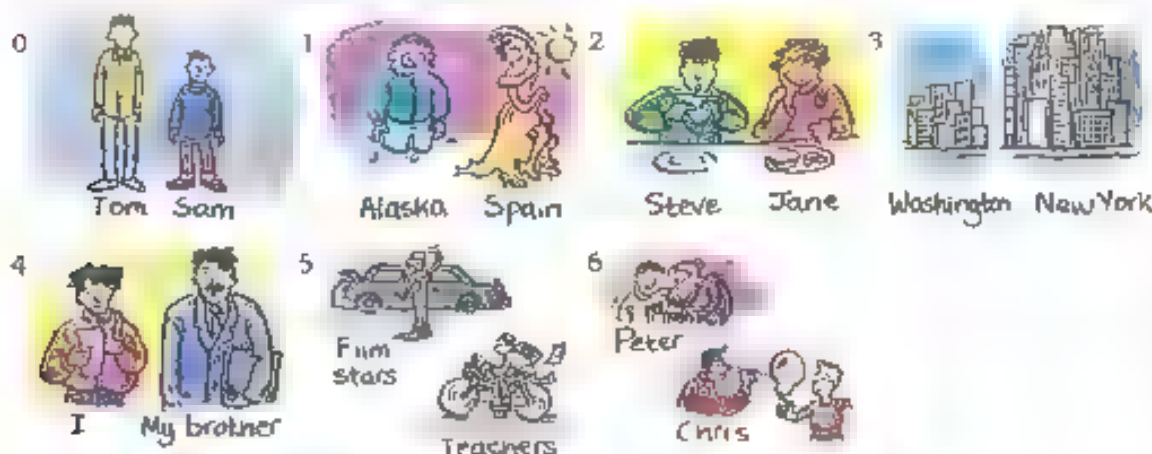
Ejercicios

- A Haz el comparativo de estos adjetivos. Presta atención a la ortografía.

- 0 cold colder
1 careful _____
2 good _____
3 fat _____
4 famous _____
5 new _____

- 6 cheap _____
7 delicious _____
8 beautiful _____
9 friendly _____
10 bad _____

B Haz frases comparando los objetos o personas en los dibujos. Utiliza el comparativo de los adjetivos y *than*.



0 (be/tall) Tom is taller than Sam

1 (be/cold) _____

2 (be/hungry) _____

3 (be/small) _____

4 (be/young) _____

5 (be/rich) _____

6 (be/friendly) _____

C Compara estos dos barcos y completa las frases con las palabras de la tabla.



(King John bigger is than Queen Anne expensive more)

0 The Queen Anne is bigger than the King John.

1 The King John is smaller _____ the Queen Anne.

2 The Queen Anne is _____ modern than the King John

3 The King John _____ older than the Queen Anne.

4 The _____ is faster than the _____.

5 The Queen Anne is more _____ than the King John

D Corrige estas frases.

0 I can run more fast than my brother. I can run faster than my brother

1 Isn't he friendlier than yesterday? _____

2 My book is thinner than yours

3 Are you feeling more good now? _____

4 Your mother looks younger every day _____

5 The evenings are hotter that the mornings

6 He has passed all his exams. He feels more happier now.

Utilizamos la forma superlativa de los adjetivos para contrastar más de dos objetos o personas.



The Plaza Hotel is the cheapest.
(El Hotel Plaza es el más barato.)
The Excelsior Hotel is the most expensive.
(El Hotel Excelsior es el más caro.)

Fíjate que en español utilizamos EL MÁS + adjetivo en las tres oraciones, en cambio en inglés tenemos dos posibilidades.

1 Los adjetivos cortos (una sílaba) hacen la forma superlativa añadiendo la terminación **-est**

long (largo)	the longest (el más largo)
big (grande)	the biggest (el más grande)

También los adjetivos de dos sílabas acabados en **-y** toman la terminación **-iest**:

happy (feliz)	the happiest (el más feliz)
hungry (hambriento)	the hungriest (el más hambriento)

This is the oldest. (Este es el más viejo.)
NO: This is the older.
Those are the newest. (Esos son los más nuevos.)
NO: Those are the most new.

Puedes comprobar las reglas ortográficas en la página 201

2 Los adjetivos más largos (dos o más sílabas) no cambian su forma, sino que van acompañados de la palabra **most**:

famous (famoso)	the most famous (el más famoso)
difficult (difícil)	the most difficult (el más difícil)

This is the most difficult. (Este es el más difícil.)
NO: This is the more difficult.
We are the most famous.
(Nosotros somos los más famosos.)
NO: We are the famousest.

3 Algunos adjetivos tienen superlativos regulares:

good (bueno)	the best (el mejor)
bad (malo)	the worst (el peor)

Number 3 is the worst. (El número 3 es el peor.)
NO: Number 3 is the baddest.
NI TAMPOCO: Number 3 is the worse.

4 Fíjate que, al igual que en español, para formar el superlativo siempre utilizamos el artículo **the**:
Tom is the richest. (Tom es el más rico.)
NO: Tom is richest.

Si lo acompañamos de un nombre, van en diferente posición:

the most beautiful city (la ciudad más bonita);
NO: the city most beautiful

A menudo utilizamos los superlativos para expresar nuestra admiración o sorpresa por algo:

SUPERLATIVO + VERBO EN PRESENT PERFECT + EVER:

This is the best film I have ever seen!
(Esta es la mejor película que he visto en mi vida)

Paris is the most beautiful city in the world.
(París es la ciudad más hermosa del mundo.)
NO: Paris is the most beautiful city of the world.

Ejercicios

A Haz frases poniendo las palabras entre paréntesis en el orden correcto.

- 0 (the world – Antarctica – coldest – is – place – the – in)
Antarctica is the coldest place in the world
- 1 (city – the – Manchester – in England – is – friendhest)
- 2 (in New York – expensive – restaurant – The Manhattan – the – is – most)
- 3 (is – river – the world – the – The Nile – longest – in)
- 4 (painting – The Mona Lisa – the – famous – in – is – most – the world)

B Completa estas frases de admiración o sorpresa utilizando el superlativo de cada adjetivo.

- 0 It's *the easiest exam* (easy/exam) I've ever done!
- 1 It's _____ (tal/building) I've ever seen.
- 2 She's _____ (famous/person) I've ever met.
- 3 It's _____ (sad/story) I've ever heard.
- 4 It's _____ (interesting/book) I've ever read.
- 5 It's _____ (good/thing) I've ever done!!

C Corrige las siguientes frases.

- 0 It's the painting most expensive I've ever bought.
It's the most expensive painting I've ever bought.
- 1 New York is the most large city in the world.
- 2 ¿Is this the cheaper of the three?
- 3 Please give me the smallest notebooks.
- 4 This is the comfortablest room in the house.
- 5 This isn't the most strong table.
- 6 Come in and meet the most friendhest person in the world!

73 Too/enough

Fíjate en las siguientes ilustraciones:



He is **too** tired.
He's done **too** many exercises.
He has **too** much homework.



He isn't **warm** enough.
He isn't wearing **enough** clothes.
He has got **enough** food.

Utilizamos **too** (*demasiado*) en las siguientes estructuras:

too + ADJETIVO	I don't want to go out. I'm too tired. (No quiero salir. Estoy demasiado cansado.) NO: I'm too-much-tired.
too much + NOMBRE INCONTABLE (work, money, food, noise, information, bread, etc.)	It's very busy at the office. We have too much work. (Hay mucha que hacer en la oficina. Tenemos demasiado trabajo.) NO: We have too work.
too many + NOMBRE EN PLURAL	I didn't see her because there were too many people. (No la ví porque había demasiada gente.)

Utilizamos **enough** (*suficiente, suficientemente*) en las siguientes estructuras:

ADJETIVO + enough	Is your room warm enough ? (¿Está tu habitación suficientemente cálida?) NO: Is your room enough-warm?
enough + NOMBRE INCONTABLE (work, money, food, noise, information)	I haven't got enough time. (No tengo suficiente tiempo.)
enough + NOMBRE EN PLURAL	I've got enough potatoes, thanks. (Tengo suficientes patatas, gracias.)

Observa que las estructuras con **enough** y **too** + ADJETIVO se completan a menudo con un INFINITIVO CON **to** (*demasiado para /suficiente/mente para*):

She's **too young to drive**. (Ella es demasiado joven para conducir.)
She isn't **old enough to drive**. (Ella no es suficientemente mayor para conducir.)
They are **too angry to talk**. (Están demasiado enfadados para hablar.)
He's **tall enough to reach the top shelf**. (El es lo suficientemente alto para llegar al estante de arriba.)

A Completa las frases con **too**, **enough** y los adjetivos entre paréntesis

- I can't eat this soup because it's **too hot** (hot)
- We didn't buy the car because it wasn't **big enough** (big)
- I couldn't see her because it was (dark)
- You can't change the situation now, it's (late)
- He did badly in the exam because he was (nervous)
- Slow down! You're driving (fast)

- 5 He shouldn't play in the team because he isn't (good)
 6 Robert didn't go to work because he didn't feel (well)

B Completa las frases con **too much/too many/enough** y los nombres entre paréntesis.

- 0 I'm not enjoying my job at the moment because they're giving me
too much work (work)
 1 Shall we have another coffee? Have we got (time)?
 2 I couldn't finish the exam because there were (questions)
 3 I couldn't eat the meal because there was (salt) in it
 4 Mary passed the test because she answered (questions) correctly
 5 I didn't enjoy the party because there were (people, there)

C Une las dos frases utilizando la estructura **too/enough** . to + INFINITIVO.

- 0 Clare couldn't sleep. She was too worried.
Clare was too worried to sleep.
 0 I can't go on holiday. I haven't got enough money.
I haven't got enough money to go on holiday.
 1 I can't do any more work. I'm too tired.
 2 Judy won't pass the exam. She isn't good enough.
 3 Dave can't play basketball. He's too short.
 4 His girlfriend couldn't go to the party. She was too ill.
 5 David couldn't pay the bill. He didn't have enough money.

D Re-escribe estas frases sin cambiar su significado.

- 0 We didn't go out because it wasn't warm enough.
We didn't go out because it was too cold.
 0 We couldn't buy the tickets because we didn't have enough money.
We couldn't buy the tickets because we were too poor.
 1 She is too young to vote.
 2 He isn't tall enough to go on this ride.
 3 This soup is too cold.
 4 I'm still hungry. I didn't have enough food.
 5 My wardrobe is full. I have too many clothes.
 6 Is your coffee sweet enough?

74 Los adverbios

El adverbio sirve para describir cómo se realiza una acción. Para formar un adverbio:

Se añade la terminación -ly a un adjetivo.	slow (lento, -o) → slowly (lentamente) bad (malo, -a) → badly (mal)
Si el adjetivo acaba en -y , el adverbio acaba en -ily	happy (feliz) → happily (felizmente) easy (fácil) → easily (fácilmente)
Si el adjetivo acaba en -ble , el adverbio acaba en -bly	comfortable → comfortably (cómodo, -a) → (comodamente)
Algunos adverbios son irregulares. Tienen una forma totalmente distinta del adjetivo original, o no cambian en absoluto.	good (bueno, -a) → well (bien) hard (duro, -a) → hard (mucho) fast (veloz) → fast (velozmente)

Los adverbios también tienen una forma comparativa igual que los adjetivos, aunque comparan formas de realizar una acción, y no cualidades de un objeto o persona. Para formar el comparativo:

Se coloca more (más) delante del adverbio:	You should do your work more carefully (Deberías trabajar más cuidadosamente.)
Algunos comparativos de los adverbios son también irregulares:	well (bien) → better (mejor) fast (velozmente) → faster (más velozmente) hard → harder mucho, duramente → (más, más duramente) My parents work very hard at their jobs. (Mis padres trabajan mucho.) NO: My parents work very hardly If you want to pass this test, you'll have to work harder . (Si quieres aprobar el examen, tendrás que estudiar más/más duramente.) NO: You'll have to study more-hardly

A Completa las oraciones con el adjetivo o el adverbio entre paréntesis.

- The train was very **slow** (slow/slowly) and I arrived late.
- The journey took a long time because the train went very **slowly** (slow/slowly)
- Mrs Green went **quickly** (quick/quickly) back to her office
- I'm afraid I can't give you an **immediate** (immediate/immediate.y) answer; I need to think about it first.
- The work that the builders did for us was very **bad** (bad/badly)
- The builders did the work for us very **badly** (bad/badly)
- She organized the party very **well** (good/well), and everybody enjoyed it
- Everybody said that the party was very **well** (good/well.)

B Forma el adverbio a partir de un adjetivo de la tabla para completar estos diálogos.

(slow fast hard good easy bad)

- 0 A. Were the questions difficult?
B. No, I answered them easily.
- 1 A. Does she speak English _____ ?
B. No, she only knows a few words of English.
- 2 A: Hurry up, I'm waiting!
B. Just a minute. I'm coming as _____ as I can.
- 3 A. Did you lose at tennis again?
B. Yes, I played _____ and I lost.
- 4 A. Have you been working _____ today?
B. No, I've done nothing all day!
- 5 A. Have you finished that book yet?
B. No. I always read very _____. It takes me a long time to finish a book.

C Completa las oraciones con la forma comparativa del adverbio entre paréntesis.

- 0 You must do your work more carefully (careful) next time.
- 1 He has run the 100 metres _____ (fast) than any other athlete in the world this year.
- 2 Everyone else did the test _____ (good) than me.
- 3 You can travel _____ (cheap) at certain times of the year.
- 4 He plays _____ (confident) than he did in the past.
- 5 I'm sorry I've made so many mistakes. I'll try _____ (hard) in future.

D Traduce estas frases.

- 0 ¿Estas sentado cómodamente?
Are you sitting comfortably?
- 1 Por favor no conduzcas peligrosamente.
- 2 Ese estudiante no hace los deberes cuidadosamente.
- 3 Tienes que entrenar más duramente.
- 4 La carta contaba el problema muy educadamente.
- 5 ¿Puede usted repetir la pregunta más claramente?

Fíjate en estas parejas de palabras:

ADJETIVO	ADVERBIO
quick (<i>rápido</i>)	quickly (<i>rápidamente</i>)
careful (<i>cuidadoso</i>)	carefully (<i>cuidadosamente</i>)
easy (<i>fácil</i>)	easily (<i>fácilmente</i>)

En la columna izquierda aparecen varios adjetivos. Suelen acompañar a un nombre y sirven para describir cosas o personas.

Puedes consultar la unidad sobre el adjetivo en la página 142.

En la columna derecha aparecen varios adverbios. El adverbio:

Acompaña a un verbo, no a un nombre.	She walks quickly.
Fíjate que aparece a lado del verbo o al final de la oración.	Ella camina rápidamente.
Sirve para describir el modo en que se realiza la acción.	NO: She walks quick.
Se forma añadiendo la terminación -ly al adjetivo. Fíjate que en español los adverbios suelen acabar en la terminación -mente.	He drove carefully. (Él condujo cuidadosamente.)
	slow (<i>lento</i>) → slowly (<i>lentamente</i>)
	happy (<i>feliz</i>) → happily (<i>felizmente</i>)
	bad (<i>mal</i>) → badly (<i>mal</i>)

Puedes consultar la unidad sobre el adverbio en la página 154 y tabla E en la página 198.

Algunos adverbios son irregulares:

A veces el adjetivo y el adverbio tienen la misma forma:	fast (<i>veloz, rápido</i>) → fast (<i>velozmente, rápido</i>)
	The Ferrari is a fast car. (El Ferrari es un coche rápido.)
	I learn very fast. (Aprendo muy rápido/rápidamente.)
	NO: I learn very fastly.
Fíjate que el significado de hard varía según sea adjetivo o adverbio.	hard (<i>duro, difícil</i>) → hard (<i>mucho, duro</i>)
	We have had a hard year at school./Looking after children is hard work.
	(Hemos tenido un año duro/difícil en el instituto.)
	I'm training hard for the competition. (Estoy entrenando mucho/duro para la competición.)
	NO: I'm training hardly.
Otras veces la forma de adverbio es muy distinta del adjetivo:	good (<i>bueno</i>) → well (<i>bien</i>)



A Lee atentamente estos diálogos. Subraya los adjetivos y rodea con un círculo los adverbios que encuentres.

- 0 A: I think he's a good worker. What do you think?
B: I'm not sure. He works carefully, but he makes some bad mistakes.
- 1 A: He's a wonderful skier. He skis quickly and beautifully.
B: In my opinion, he skis dangerous y. He's a stupid skier.
- 2 A: He's a rich and powerful man. He lives expensively.
B: Yes, but he spends money carefully. He buys valuable objects.
- 3 A: Paul, Jane, Diana and Mark live in a big old house in Scotland. They live happily together.
B: I know they're happy, but the house is expensive and so they live cheaply.
- 4 A: This bread tastes awful. Did you cook it correctly?
B: If you think it's horrible, why are you eating it so hungrily?

B Re-escribe estas frases utilizando un adverbio en lugar de un adjetivo. Deben mantener el mismo significado.

- | | |
|---------------------------------|----------------------------------|
| 0 Peter is a bad tennis player. | <i>Pete. plays tennis badly.</i> |
| 1 He's a dangerous driver. | He drives _____ |
| 2 She's a fast swimmer. | She swims _____ |
| 3 Martin is a good cook. | _____ |
| 4 I'm a slow writer. | _____ |
| 5 She's a wonderful dancer. | _____ |

C Escoge el adjetivo o adverbio correcto para completar estas frases.

- 0 I didn't know you can swim so well _____.! (good/well.)
- 1 Simon spent his weekend _____, (quiet/quietly)
- 2 Did you do the English test? It was very _____ (easy/easily)
- 3 It was very _____ and we couldn't see anything. (dark/darkly)
- 4 Hilary comes to visit _____, (regular/regularly)
- 5 He was laughing very _____ so I couldn't hear you. (loud/loudly)

D Corrige estas frases.

- 0 I'm trying to learn English fastly and well. *I'm trying to learn English fast and well.*
- 1 She always does her homework good.
- 2 They are wonderfully tennis players.
- 3 George makes money quick.
- 4 That family had a badly accident. _____
- 5 You'll pass the exam easy!! _____
- 6 He's a very quickly learner.



En inglés podemos utilizar un adverbio delante de un adjetivo para matizar su significado:

↑ *That car is extremely expensive.* (Ese coche es extremadamente caro/carísimo.)

↑ *That car is really expensive.* (Ese coche es verdaderamente caro.)

That car is very expensive. (Ese coche es muy caro.)

That car is quite expensive. (Ese coche es bastante caro.)

That car is fairly expensive. (Ese coche es bastante caro.)

extremely (extremadamente)	I felt extremely nervous before the exam. (Me sentí extremadamente nervioso/ nerviosísimo antes del examen.)
really (realmente, verdaderamente)	I'm really angry with you. (Estoy realmente enfadada contigo.) Fíjate que 'realmente' no significa aquí 'en realidad', sino 'muy, muy enfadada'.
very (muy)	We were very tired after the trip. (Estábamos muy cansados después del viaje.)
quite (bastante)	The meal was quite nice. (La comida estuvo bastante bien, pero no fue magnífica.)
fairly (bastante)	Our car is fairly old. Nuestra coche es bastante viejo pero no demasiado.)

Recuerda que podemos usar varios adjetivos juntos, separándolos con comas, y que el orden habitual en ese caso es el siguiente:

ARTÍCULO O POSESIVO	ADJ. DE OPINIÓN	ADJ. DE TAMAÑO	ADJ. DE EDAD	ADJ. DE COLOR	ADJ. DE NACIONALIDAD	ADJ. DE MATERIAL	NOMBRE
A	wonderful,		new				product
My	beautiful,	little,					cottage.
The	horrible,	old,		dark			building.

En inglés, un nombre puede acompañar a otro nombre, informando sobre una característica importante del nombre al que acompaña:

NOMBRE + NOMBRE

a cardboard box (una caja de cartón)

a cassette recorder (una grabadora)

an alarm clock (un reloj despertador)

Fíjate que en español lo habitual es poner DE entre ambos nombres: caja DE cartón, taquero DE cheques, y que los nombres aparecen en el orden contrario en inglés y en español:

a chocolate biscuit (una galleta de chocolate) NO: a biscuit-of-chocolate

a table lamp (una lámpara de mesa) NO: a lamp-table

A Completa las oraciones con **extremely/really/very/quite/fairly**.

- The film was *really* good. I enjoyed it a lot. (really/extremely/very)
- It's *fairly* cold outside. It's the coldest day this year. (fairly/extremely)
- It isn't a wonderful book, but it's *quite* good. (quite/very)
- The tickets were *extremely* expensive, but that was all right because the show was fantastic. (fairly/extremely)
- This programme is *very* popular in Spain, millions of people watch it. (very/quite)
- He's *really* good at his job, but he sometimes makes bad mistakes. (quite/extremely)
- It's *fairly* dangerous to drive so fast when it's dark and rainy. (fairly/extremely)

B Pon estas palabras en el orden correcto.

- (a town - beautiful - little)
a beautiful, little town
- (a day - pleasant - sunny)
- (a - old - coat - horrible)
- (a - large - building - white)
- (a smile - big - nice)
- (a - bird - big - grey)

C Combina una palabra de la tabla A con una palabra de la tabla B para dar nombre a cada uno de los objetos de los dibujos.

A table tennis photograph door
road air music coffee

B court pot handle sign
system lamp hostess album



0 *a table lamp*



1



2



3



4



5



6



7

D Traduce estas frases.

- ¿Tienes una tarjeta de plástico? *Have you got a plastic card?*
- Estoy cansadísima.
- El barrio es bastante silencioso. Me gusta.
- Ponlo en la mesa del rincón, por favor.
- El salario es bastante alto. Ganaba más antes.
- Tengo un simpático gato gris oscuro muy gordo.

77 Adjetivos y adverbios

- A** Completa las frases con el comparativo o superlativo de los adjetivos siguientes.

(big tall difficult good fast hot comfortable)

- 0 Yesterday was the hottest day in the summer.
- 1 Excuse me, have you got a _____ T-shirt?
- 2 The Empire State is _____ building in New York.
- 3 His car is _____ than my mother's.
- 4 This is _____ exercise I've ever done!
- 5 Sit on this chair. It's _____.
- 6 Her school report is _____ than mine.

- B** Identifica el error en cada una de las frases siguientes y corrígelo.

- 0 My car is badder than yours. My car is worse than yours.
- 1 Tom was the most fast of all the runners.
- 2 Mary is a girl very intelligent _____.
- 3 Her eyes are beautifuls. _____.
- 4 She was wearing white, long silk trousers.
- 5 She's playing very good _____.
- 6 This shirt is more cheaper than mine. _____.
- 7 You look so nice,y tonight!
- 8 Why are these bigs boxes in my room? _____.

- C** Convierte los adjetivos siguientes en adverbios y colócalos en la frase que corresponda.

fast beautiful loud bad good slow happy heavily

- 0 Cats walk slowly.
- 1 The children sang _____ and won the first prize.
- 2 I'm very tired because I slept _____ last night.
- 3 Don't drive so _____.
- 4 She smiled _____ at me.
- 5 It is raining _____.
- 6 I'm happy you feel so _____ after the operation.
- 7 They always talk _____. Everybody can hear them.

- D** Completa las respuestas colocando **too** o **enough** en la posición correcta.

- 0 Why can't you go into discos? Because am not old enough. (I am not old.)
- 1 Can't you drink your milk? No, _____ (It is hot.)

- 2 Why were you late? Well, _____ (I didn't wake early.)
 3 Didn't you buy the skirt you asked? No, _____ (it was expensive)
 4 Are you coming with me? All right, _____ (it isn't late)
 5 Can you get to the top shelf? Sorry, _____ (I am not tall)
 6 Why did he lose the race? _____ (He wasn't fast)

E ¿Adjetivo o adverbio? Subraya lo que sea correcto en cada frase.

- 0 It was a beautiful/beautifully way of finishing our day!
 1 She was sitting comfortable/comfortably on an armchair.
 2 The child looked happy/happily at his father.
 3 The room was very silent/silently.
 4 Can you speak slow/slowly, please?
 5 She's singing a very nice/nicely song.
 6 Be careful/carefully with that open window!

F Completa los diálogos con el comparativo o superlativo de los adjetivos entre paréntesis.

- 0 A: Have you ever seen a mountain like this?
 B: No, this is really the highest mountain I've ever seen. (high)
 1 A: What is _____ city for a holiday? (good)
 B: I think Paris is a nice choice.
 2 A: Which class do you think I should choose next term?
 B: Art looks _____ Geography. (interesting)
 3 A: Do you like Tony?
 B: I like him a lot. He's _____ (handsome) in my school.
 4 A: Haven't you got a _____ suitcase? (big)
 B: Sorry, this is _____ I have. (big)
 5 A: Why did he lose the match?
 B: Everybody ran _____ than him. (fast)
 6 A: You should arrive _____ next time. (early)
 B: I certainly will.

G Escribe frases completas utilizando **as + adjetivo/adverbio + as**, **as much .. as** o **as many .. as**.

- 0 Adults don't drink/milk/children. Adults don't drink as much milk as children
 1 This game is/funny/that one. _____
 2 I haven't read/ books/my sister _____
 3 Sam plays football/well/Marina. _____
 4 We didn't do/work/you did. _____
 5 My shoes are/big/yours. _____
 6 Don't bring/sandwiches/last time _____

Cada oración contiene una idea. Para unir dos ideas podemos utilizar las siguientes conjunciones:

and (y, e) une dos ideas similares, para no tener que repetir los mismos elementos:



We found our tickets. We found our money.
(Encontramos nuestros billetes. Encontramos nuestro dinero.)
We found our tickets **and** our money. (Encontramos nuestros billetes y nuestro dinero.)
We bought a car. We sold our motorbike.
(Compramos un coche. Vendimos nuestra moto.)
We bought a car **and** sold our motorbike.
(Compramos un coche y vendimos nuestra moto.)

or (o, u) es la forma más simple de unir dos ideas distintas e igualmente posibles:

I want to be an actor. I want to be a teacher.
(Quiero ser actor. Quiero ser profesor.)
I want to be an actor **or** a teacher.
(Quiero ser actor o a profesor.)

but (pero) une dos ideas opuestas:



He swims. He doesn't play tennis.
(Él nada. Él no juega al tenis.)
He swims **but** he doesn't play tennis.
(Él nada pero no juega al tenis.)

so (así que, por lo tanto) introduce el resultado de la oración anterior.

Fíjate que separamos las dos oraciones con una coma delante de **so**

I'm tired. I'm going to bed.
(Estoy cansada. Me voy a la cama.)
Fíjate que la primera oración es la causa y la segunda, el efecto.
I'm tired, **so** I'm going to bed.
(Estoy cansada, así que me voy a la cama.)

Ejercicios

A Une estas frases con la conjunción **and**.

- 0 Jane has a lot of money. She owns a restaurant.
Jane has a lot of money and she owns a restaurant.
- 1 This restaurant is cheap. It is nice.
- 2 Christine bought a dress. She bought a jumper.
- 3 They play golf. They play tennis.
- 4 The film was funny. It was exciting.

B Cada una de estas frases es una posibilidad. Únelas con la conjunción **or**.

- 0 Her sweater is white/Her sweater is blue.
Her sweater is white or blue.

- 1 My desk is near the window/My desk is near the door
- 2 The teacher is tired/The teacher is hungry
- 3 The loud music is coming from the third floor/The loud music is coming from my brother's bedroom
- 4 I work in the afternoon/I work in the evening

C Une las dos ideas con las conjunciones **but/so**

- | | | |
|-------------------------------------|------------|--------------------------------|
| 0 The film was very long, | <u>but</u> | it was interesting |
| | <u>so</u> | we got home late |
| 1 The restaurant is very expensive, | | the food is terrible |
| | | only rich people go there. |
| 2 I'm studying hard, | | I don't have much free time |
| | | I'm not making much progress. |
| 3 I've got her address, | | I can write to her |
| | | I haven't got her phone number |
| 4 We wanted to swim | | we went to the seaside |
| | | the sea was too cold. |

D Escribe la historia usando las frases con **but/so**.

- 0 Martin finished work early. He went home.
Martin finished work early, so he went home
- 1 He couldn't find his key. He knocked on the door
- 2 He knocked and knocked. Nobody was home
- 3 He tried to phone his family. His mobile didn't work
- 4 He phoned from a phone box. There was no answer.
- 5 It was still very early. He went to the cinema
- 6 It was an exciting new film. He was very tired
- 7 ... he fell asleep!

Utilizamos las conjunciones **when** (cuando) y **as soon as** (en cuanto) **before** (antes de que) y **after** (después de que) y **until** (hasta que) para combinar dos oraciones simples. La conjunción indica el orden en que ocurren las acciones de las dos oraciones (una antes que la otra, o al mismo tiempo, etc.).

The program will end soon. (El programa terminará pronto.)

I'll do the washing up. (Fregaré los platos.)

I'll do the washing up as soon as the program ends. (Fregaré los platos en cuanto termine el programa.)

ORACIÓN PRINCIPAL + Fíjate que el tiempo verbal es futuro con will o un IMPERATIVO.	CONJUNCIÓN	+ ORACIÓN SUBORDINADA DE TIEMPO Fíjate que el tiempo verbal es Present Simple (en español, subjuntivo) o algunas veces, Present Perfect.
<i>They'll play the game ...</i> Jugarán el partido	when ... cuando	<i>... the rain stops.</i> deje de llover NO: when stops the rain
<i>Give her my message ...</i> Date mi mensaje	as soon as ... en cuanto	<i>... you see her.</i> la veas.
<i>I'll finish the homework ...</i> Terminaré los deberes	before ... antes de que	<i>... he picks me up.</i> é me recoja.
<i>She'll feel much better</i> Ella se sentirá mucho mejor	after después de que	<i>she has passed her exam</i> haya aprobado el examen NO: after has passed the exam
<i>We'll sit outside ...</i> Nos sentaremos fuera	until ... hasta que	<i>... it gets dark.</i> oscurezca) NO: until that gets dark

Recuerda que en inglés siempre necesitas un sujeto después de la conjunción, aunque en español se omite.

Fíjate que es posible cambiar el orden de las oraciones, pero entonces insertamos una coma para separarlas:

When the rain stops, they'll play the game. (Cuando deje de llover jugarán el partido.)

Ejercicios

A Escoge la conjunción correcta.

0 I'll call you (before/after) I go to bed.

I'll call you before I go to bed.

1 (Before, After) you read the book, you must take it back to the library.

2 Don't forget to wash the dishes (before/after) you have lunch.

- 3 Close the door before/after you leave.
- 4 You can call me at home before/after , return from my judo class
- 5 We should save water. Please turn off the tap before/after you wash your hands.

B Completa las frases con la conjunción adecuada (when/before/after/as soon as/until). Puede haber más de una respuesta posible.

- 0 I'll stay in this job until I find a better one.
- 1 Remember to buy some stamps _____ you're in the post office
- 2 I'll keep looking for it _____ I find it
- 3 Don't forget to lock the door _____ you go out.
- 4 Put in your application _____ the closing date
- 5 You shouldn't wait. You should reply _____ you receive the invitation

C Completa las oraciones con el verbo entre paréntesis en el tiempo correcto (Present Simple/will).

- 0 A. Could you post this letter for me today, please?
B. Yes, I'll do (do) it when I go (go) to the shops
- 1 A: I might be late tonight.
B: OK. I _____ (wait) until you _____ (arrive)
- 2 A: I'm leaving next week.
B: I _____ (see) you before you _____ (go), won't I?
- 3 A. Have you decided what you're going to do at the weekend yet?
B: No, but I _____ (phone) you as soon as I _____ (know) what I'm going to do.
- 4 A. Have you done that homework yet?
B. No. I _____ (do) it when I _____ (have) enough time

D Corrige estas frases.

- 0 I'll come and visit you when I'll be in Seville
I'll come and visit you when I'm in Seville
- 1 Close all the windows after you leave the house.
- 2 You have to show me your ID before go in.
- 3 Come and see me as soon you arrive
- 4 I won't do the exercises until that you promise to help me

Both, either neither sirven para hablar sobre dos cosas o dos personas. Fíjate en el ejemplo:

Both jumpers are nice. (Los dos/ambos jerseys son bonitos.)

<p>both (ambos, los dos) Introduce a un nombre en plural. Fíjate que el verbo está siempre en plural, porque se habla de dos.</p>	<p>Both friends went to the party. (Los dos amigos fueron a la fiesta.) NO: Both the friends went to the party.</p>
<p>both of (ambos, los dos) Aparece con un pronombre (us, them, you) o cuando el nombre está acompañado de un determinante (the, my, these, ...).</p>	<p>Both of them saw me. (Ellos dos me vieron.) NO: Both of they saw me. Both of my cars are really fast. (Mis dos coches son muy veloces.)</p>
<p>both ... and ... (y) Fíjate que es una expresión más formal y elaborada que si utilizamos solamente la preposición and (y)</p>	<p>Adrian went to the party. Robert went to the party. (Adrian fue a la fiesta. Robert fue a la fiesta.) Both Adrian and Robert went to the party. (Tanto Adrian como Robert fueron a la fiesta.)</p>
<p>either (cualquiera de los dos) Fíjate que en inglés va acompañado de un nombre en singular, porque se escoge uno de entre dos elementos.</p>	<p>Jeff would like to visit either country. (Jeff quería visitar cualquiera de los dos países.) NO: Jeff would like to visit either countries.</p>
<p>Con el verbo en negativa, significa 'ninguno de los dos'.</p>	<p>Jeff wouldn't like to visit either country. (Jeff no quería visitar ninguno de los dos países.)</p>
<p>either of (cualquiera de ...) Aparece con un pronombre (us, them, you) o un determinante (the, my, these, ...).</p>	<p>Either of my sisters can help me. (Cualquiera de mis dos hermanas puede ayudarme.)</p>
<p>Either ... or ... (o bien ... o bien ...) aparece en oraciones afirmativas para hablar de dos posibilidades.</p>	<p>She's French. She's Swiss. (Ella es francesa. Ella es suiza.) She's either French or Swiss. (Ella es o bien francesa o bien suiza.)</p>
<p>Con el verbo en negativa, significa ni ... ni</p>	<p>She isn't either French or Swiss. (Ella no es ni francesa ni suiza.)</p>
<p>neither (ninguno de los dos) Forma oraciones negativas, aunque en inglés el verbo no lleve negación.</p>	<p>Jeff would like to visit neither country. (Jeff no quería visitar ninguno de los dos países.) NO: Jeff wouldn't like to visit neither country</p>
<p>neither of ... (ninguno/a de ...) Aparece con un pronombre (us, them, you) o un determinante (the, my, these, ...). Aparece en frases negativas con el verbo afirmativo. Fíjate que el verbo está siempre en singular, porque se escoge uno de dos.</p>	<p>Neither of my sisters helps me. (Ninguna de mis dos hermanas me ayuda.) NO: Neither of my sisters doesn't help me.</p>

neither nor... (ni... ni...)

Siempre forma oraciones negativas, aunque el verbo no lleva negación en inglés.

She's not French. She's not Swiss.

She's **neither** French **nor** Swiss.

(Ella no es francesa. Ella no es suiza. Ella no es ni francesa ni suiza.)

NO: ~~She isn't neither French nor Swiss.~~

Ejercicios

A Completa las frases con both/either/neither

- 0 She can't speak Russian or Chinese. She can speak **neither** language.
- 1 Wash ington and New York are in the U.S.A. **both** cities are on the east coast.
- 2 I have two wonderful houses. **both** houses are very large and comfortable.
- 3 My two brothers are always happy to see me. I can visit **either** brother at any time.
- 4 I missed the train at 4 o'clock and at half past four I caught **neither** train.
- 5 I can't play the guitar or the violin. I can play **neither** instrument.

B Completa las oraciones con either/neither

- 0 I'm going to buy **either** the green shirt or the blue shirt.
- 1 She lent me two books, but I haven't read **neither** of them.
- 2 John looked at Jim but they didn't speak. **neither** of them said anything.
- 3 **Neither** of the two jobs seemed very attractive so I didn't apply for **either** of them.
- 4 You can have **either** fish or chicken for dinner.
- 5 There were two films on TV but **neither** of them looked very interesting.

C Completa las frases con both of/either of/neither of us/them.

- 0 I went to the concert with Mary, but **neither of us** enjoyed it very much because it was very boring.
- 1 There are two flights we can catch to New York. Both flights cost the same amount, so we can choose **either of them**.
- 2 I played two games against Harry, and I lost **both of them** because he is a much better player than me.
- 3 I saw Jane and Alison walking down the street and I waved at them, but **neither of them** saw me because they were talking.
- 4 I looked at George, and George looked at me. Then **neither of us** started to laugh because it was such a funny situation.
- 5 A man spoke to us but **neither of us** could understand him, so we didn't answer.
- 6 Tim and I wanted to go to the game, but **neither of us** could get tickets, so we watched it on TV.

La oración condicional relaciona dos acciones. Si se cumple la acción de la condición, la acción principal se realizará.

If you come, I'll be very happy. (Si vienes, seré muy feliz.)

I'll be very happy if you come. (Seré muy feliz si vienes.)

Fíjate que el orden no es fundamental, y puede alterarse sin cambiar el sentido, pero la condición se identifica fácilmente porque es introducida por la conjunción *if* «si». Cuando la condición aparece primero, insertamos una coma para separarla de la acción principal.

CONDICIÓN	ACCIÓN PRINCIPAL	USO
if + Oración con PRESENT SIMPLE <i>If I eat too much,</i> (Si, como demasiado,	Oración con PRESENT SIMPLE <i>I feel bad</i> (me siento mal)	Esta estructura se utiliza para verdades universales, algo que siempre ocurre cuando la condición se cumple
if + Oración con PRESENT SIMPLE <i>If we are late,</i> (Si, llegamos tarde, NO: <i>if we will be late,</i> ..	Oración con will/won't + INFINITIVO <i>we'll miss our class.</i> (nos perderemos la clase, Oración con IMPERATIVO <i>pick me up at the office.</i> (recógeme en la oficina, Fíjate que la oración Imperativa es la única que no necesita sujeto.	Esta estructura se utiliza para acontecimientos que tienen muchas probabilidades de ocurrir en el futuro porque es fácil que se cumpla la condición.
<i>If I'm not at home,</i> (Si no estoy en casa, NO: <i>if I won't be at home,</i> ..		

CONDICIÓN	ACCIÓN PRINCIPAL	USO
if + Oración con PAST SIMPLE <i>If he phoned,</i> (Si él llamara, Fíjate que en español utilizamos el subjuntivo aquí.	Oración con would, wouldn't + INFINITIVO <i>wouldn't worry so much</i> (yo no me preocuparía tanto.)	Esta estructura se utiliza para acontecimientos que quisiéramos que ocurrieran, pero que tienen pocas probabilidades de ocurrir porque es difícil que se cumpla la condición (por ejemplo, es muy poco probable que él vaya a llamar, y el hecho real es que yo ya estoy preocupado, ya en el momento presente).

Recuerda que, en inglés, cada oración debe llevar su sujeto, excepto cuando la acción principal se expresa en imperativo:

if you don't call me, I won't wait. (Si no me llamas, no te esperaré.)

NO: *if don't call me, won't wait.*

if you need money, ask me for some. (Si necesitas dinero, pídemelo.)

NO: *if need money, ask me for some.*

A Completa cada oración poniendo **if** en UNO de los espacios

- 0 **if** _____ I win the lottery, _____ I will give you some money.
- 1 _____ please tell him to wait _____ he arrives while I'm out
- 2 _____ I'll do the homework _____ I have time.
- 3 _____ they invite me, _____ I'll go to their party.
- 4 _____ He would speak better English _____ he practised more
- 5 _____ take the children to the park _____ you aren't too busy.

B Completa las oraciones condicionales con una condición o una acción principal de las tablas. Añade el nexo **if** cuando sea necesario.

- 0 Don't ring the bell. *if it's late at night*
- 1 I'd see much better _____.
- 2 If she had the money, _____.
- 3 We'll miss the plane _____.
- 4 _____ if he was friendlier.
- 5 We'll watch TV _____.

CONDICIÓN
it's late at night
we can't go to the cinema
we don't hurry
I bought new glasses

ACCIÓN PRINCIPAL
she'd buy a new car
I'd visit him more often

C Completa estas oraciones condicionales con Present Simple, el imperativo, o **will/won't + INFINITIVO**. Utiliza las palabras entre paréntesis, haciendo los cambios necesarios.

- 0 If *trans* _____ (it rain) *we won't go* _____ (we/not go) out.
- 1 If _____ (the weather/be) nice tomorrow, _____ (we/drive) to the coast.
- 2 If _____ (she/post) the letter now, _____ (they/receive) it tomorrow.
- 3 _____ (the boss/be) angry if _____ (John, arrive) at work late again.
- 4 _____ (I/go) with you if _____ (I/have) enough time.

D Completa los diálogos con **Past Simple/would/wouldn't + INFINITIVO**. Utiliza las palabras entre paréntesis, haciendo los cambios necesarios.

- 0 Miriam hasn't arrived yet. If *she didn't work* _____ she not work) so hard, *we would have* _____ (we/have) dinner earlier.
- 1 I can't read the small print. If _____ (I/go) to the doctor, _____ (I/get) new reading glasses.
- 2 If _____ (I/win) the lottery, _____ (we/travel) to Hawaii.
- 3 This room is very untidy. If _____ (you tidy up) your room once a week, _____ (it/not look) like this.

Las oraciones pasivas se distinguen porque llevan un verbo en forma pasiva **be + e** participio del verbo. Fíjate:

Present Simple

SUJETO	AUXILIAR be	VERBO EN PARTICIPIO	COMPLEMENTOS
English	is	used	in many countries.
English	is	spoken	
Computers	are	manufactured	
Computers	are	sold	

*El inglés se usa/se habla en muchos países.
El inglés es utilizado/es hablado en muchos países.
Los ordenadores se fabrican/se venden en muchos países.
Los ordenadores son fabricados/ son vendidos en muchos países.*

Past Simple

SUJETO	AUXILIAR be	VERBO EN PARTICIPIO	COMPLEMENTOS
Latin	was	used	a long time ago.
	was	spoken	
The pyramids	were	discovered	
	were	built	

*El latín se usaba/se hablaba hace mucho tiempo.
Las pirámides se descubrieron/ se construyeron hace mucho tiempo.
Las pirámides fueron descubiertas/fueron construidas hace mucho tiempo.*

Recuerda que el verbo principal ha de estar siempre en participio:

English is spoken here. 'Se habla inglés aquí'

NO: *English is spoke here.*

English is speaking here.

Fíjate que en español tenemos la misma forma de pasiva (son fabricados, fueron construidas) pero que también utilizamos con más frecuencia la pasiva con SE (se fabrican, se construyeron), sobre todo en el español hablado.

Para transformar estas oraciones en NEGATIVA, basta con añadirle la negación al auxiliar:

Credit cards are not accepted.

NO: *Credit cards don't are accepted.*

My book wasn't published.

NO: *My book didn't be published.*

Para transformarlas en PREGUNTA, basta con cambiar de sitio el sujeto y el auxiliar. Fíjate:

Is English spoken here?

NO: *Does English spoken here?*

When were the pyramids built?

NO: *When were built the pyramids?*



A Completa las oraciones con la forma pasiva de los verbos entre paréntesis.
Utiliza Present Simple.

- 0 English is spoken (speak) in many countries.
- 1 The post _____ (deliver) at about 7 o'clock every morning.
- 2 _____ (the building/use) any more?
- 3 How often _____ (the Olympic Games/hold)?
- 4 How _____ (your name/spell)?
- 5 My salary _____ (pay) every month.
- 6 These cars _____ (not make) in Japan.
- 7 The name of the people who committed the crime _____ (not know).
- 8 His travel expenses _____ (not pay) by his company.

B Completa las oraciones con la forma pasiva de los verbos entre paréntesis.
Utiliza Past Simple.

- 0 My car was repaired (repair) last week.
- 1 This song _____ (not write) by John Lennon.
- 2 _____ (the phone/answer) by a young girl?
- 3 The film _____ (make) ten years ago.
- 4 When _____ (tennis/invent)?
- 5 The car _____ (not damage) in the accident.
- 6 The original building _____ (pull) down in 1965.
- 7 Where _____ (this pot/make)?
- 8 When _____ (this bridge/build)?

C Escoge la forma activa o la forma pasiva de los verbos entre paréntesis.

Fiat

Fiat ⁰ was started (started/was started) by a group of Italian businessmen in 1899. In 1903, Fiat ¹ _____ (produced/was produced) 132 cars. Some of these cars ² _____ (exported, were exported), by the company to the United States and Britain. In 1920, Fiat ³ _____ (started/was started) making cars at a new factory at Lingotto, near Turin. There was a track on the roof where the cars ⁴ _____ (tested/were tested) by technicians. In 1936, Fiat launched the Fiat 500. This car ⁵ _____ (called/was called) the Topolino, the Italian name for Mickey Mouse. The company grew, and in 1963 Fiat ⁶ _____ (exported/was exported) more than 500,000 vehicles. Today, Fiat is based in Turin, and its cars ⁷ _____ (sold, are sold) all over the world.

Compara el uso de la voz activa y la voz pasiva en inglés

La voz activa se usa cuando interesa destacar quién realizó la acción (sujeto).	My friend Kevin sells cold drinks at playtime. <i>Mi amigo Kevin vende bebidas frías en el recreo.</i> Her father built this house in the 1920s. <i>Su padre construyó esta casa en los años veinte.</i>
En la pasiva, interesa más la acción en sí misma. No se sabe o no importa quién lo hizo.	Cold drinks are sold at playtime. <i>Se venden bebidas frías en el recreo.</i> This house was built in the 1920s. <i>Esta casa fue construida/se construyó en los años veinte.</i>

Según el contexto, podemos escoger entre utilizar la voz pasiva o la activa. Observa cómo el contexto nos hace organizar la información de manera distinta.

CONTEXTO	ACTIVA/PASIVA
Una conversación sobre el famoso director Alfred Hitchcock.	Alfred Hitchcock was a great film maker. He directed this film in 1956. (ACTIVA; <i>Alfred Hitchcock fue un gran director de cine. Dirigió esta película en 1956.</i>)
Una conversación sobre una película de Hitchcock.	This is a wonderful film. It was directed by Alfred Hitchcock in 1956. (PASIVA; <i>Esta película es magnífica. Fue dirigida por Alfred Hitchcock en 1956.</i>)

Para cambiar de voz activa a pasiva

El sujeto de la oración activa no nos interesa, por lo que se desplaza a final de la oración pasiva acompañado por la preposición by .	Alfred Hitchcock directed this film in 1956. This film was directed by Alfred Hitchcock in 1956.
En cambio, el objeto directo de la oración activa (qué hizo alguien) pasa a ocupar la posición de sujeto en la oración pasiva.	Alfred Hitchcock directed this film in 1956. This film was directed by Alfred Hitchcock in 1956.
En inglés el objeto directo de la oración activa también puede ser una persona:	They nominated Antonio Banderas for an Oscar. Antonio Banderas was nominated for an Oscar.

Fíjate que no es posible hacer oraciones pasivas si no hay objeto directo

They slept very soundly. Dormieron profundamente. NO: *They were slept very soundly.*

A Pon en pasiva estas oraciones activas empleando las palabras entre paréntesis

Q We sell tickets for all shows at the Box Office.

(Tickets for all shows, sell/at the Box Office) *Tickets for all shows are sold at the Box Office.*

- 1 Thomas Edison invented the electric light bulb.
(The electric light bulb/invent, by Thomas Edison)
- 2 Someone painted the office last week.
(The office/paint/last week) _____
- 3 Several people saw the accident.
(The accident/saw/by several people)
- 4 Where do they make these video recorders?
(Where/these video recorders, make)

B ¿Oración activa o pasiva? Fíjate en el contexto y elige la mejor opción.

- 0 I'm looking for antiques, but *nobody is selling them/they are not sold* in this town
- 1 These computers are really good. *IBM makes them/they are made by IBM*
- 2 The TV set was out of order but *someone repaired it yesterday/it was repaired yesterday*
- 3 *They stole my bike/My bike was stolen*, so I had to take the train
- 4 They were late because *someone blocked the road/the road was blocked*
- 5 We'll move into the new house when *they build it/when it's built*

C Pon en pasiva las oraciones en activa, y en activa las activas.

- 0 My house was damaged by a fire. *A fire damaged my house.*
- 0 They sell fresh vegetables at the market. *Fresh vegetables are sold at the market.*
- 1 The photos were processed by my father
- 2 Nobody saw the accident. _____
- 3 When did they publish this novel? _____
- 4 How often is the post delivered by the postman?
- 5 Where did they question the suspects? _____

D Traduce las siguientes frases.

- 0 Se reparan ordenadores en la tienda de la esquina.
Computers are repaired at the corner shop.
- 1 Esta película se rodó en Los Angeles
- 2 Ese coche no se utiliza todos los días
- 3 ¿Naciste en 1992?
- 4 El último partido fue ganado por el Real Madrid
- 5 Se bebieron cincuenta mil refrescos en la fiesta del sábado.

Los relativos son pronombres, y sustituyen a un nombre. Pero son especiales porque unen dos oraciones, como las conjunciones.

John married a woman. She works in his office. John se ha casado con una mujer. Ella trabaja en su oficina.

John married a woman who works in his office. John se ha casado con una mujer que trabaja en su oficina.

Fíjate que al unir las dos oraciones, el relativo **who** sustituye a un nombre o a un pronombre, en este caso **she**.

Who (<i>que, a quien</i>) y that (<i>que</i>) se utilizan para personas, tanto singular como plural, masculino o femenino.	I like the people who/that live upstairs. (Me gustan las personas que viven en el piso de arriba.) NO: I like the people who they live upstairs.
Which (<i>que</i>) y that (<i>que</i>) se utilizan para animales o cosas, tanto singular como plural, masculino o femenino.	A kangaroo is an animal which/that lives in Australia. (El canguro es un animal que vive en Australia.) NO: A kangaroo is an animal which it lives in Australia.

Como cualquier pronombre, el relativo realiza una función dentro de su oración. En todos los ejemplos anteriores, el relativo es el sujeto de su oración (**who live upstairs, which lives in Australia**).

Pero también puede sustituir al objeto directo de la oración:

Jackie is the girl. My brother met her last week.
(Jackie es la chica. Mi hermano la conoció la semana pasada.)

Jackie is the girl who my brother met last week.
(Jackie es la chica que mi hermano conoció la semana pasada.)

NO: *Jackie is the girl who my brother met her last week.*

NO: *Jackie is the girl who met my brother last week.*

En inglés, esta función se manifiesta en el uso de **whom** (*a quien*) en vez de **who** (*quien*), sobre

todo a nivel escrito: *Jackie is the girl **whom** you met last week.*

Cuando el relativo no es el sujeto de su oración no es totalmente necesario, por lo que podemos prescindir de él sin cambiar el sentido de la oración:

*Jackie is the girl **(who)** my brother met last week.*

El sujeto de esta oración es **my brother**, es quien realiza la acción de conocer. **Who** se puede omitir porque no es el sujeto.

En cambio:

*A kangaroo **(is an animal which lives in Australia).***

El sujeto que acompaña al verbo **lives** es **which/that**. No lo podemos omitir.

Fíjate que en español, esto no es posible, ya que el relativo tiene que estar siempre presente: Jackie es la chica a quien/qué mi hermano conoció la semana pasada.

Ejercicios

A Completa la conversación con **who**, **that** o **which**.

Carol: Did you watch that programme last night?

David: Which one?

Carol: The programme ⁰ *which/that* I mentioned a couple of days ago. It's a new series
1 _____ started last night

David: No, I didn't see it. Was it good?

Carol: Yes. It was about a group of friends ² _____ were at school together. Well
Rupert

David: Who was Rupert?

Carol: He was an old student from school ³ _____ had become a doctor. He went to a
party ⁴ _____ his old teachers organized. He met a lot of people ⁵ _____
had been at school with him many years before. They talked about the things
⁶ _____ they did when they were at school. Then suddenly, Rupert saw an old
girlfriend ⁷ _____ was dancing with John

David: Don't tell me any more. It's getting too complicated.

B Pon entre paréntesis el relativo que no sea necesario.

- 0 She's the doctor that my father visited when he was sick.
She's the doctor (that) my father visited when he was sick.
- 1 That's the computer which we bought with our pocket money.
- 2 Have you seen the pen which I left on my desk?
- 3 Come and meet the friend whom you've heard so much about.
- 4 She's the girl that was my best friend at high school.
- 5 I'm sorry for the trouble that I have caused.

C Corrige las siguientes frases.

- 0 A vegetarian is someone which doesn't eat meat.
A vegetarian is someone who doesn't eat meat.
- 1 I have never seen the film that made my brother.
- 2 I don't like exercises are very long.
- 3 It's the dog which it came yesterday.
- 4 Those are the people which we were waiting for.

A Lee esta conversación y cuenta lo que dijeron utilizando estilo indirecto.

- Nicole How long have you been in France?
 Claudia Six weeks.
 Nicole Are you enjoying your stay?
 Claudia Yes, I'm enjoying it a lot.
 Nicole Have you been here before?
 Claudia Yes. I've been to France many times.
 Nicole What are you doing here?
 Claudia I'm on holiday.
 Nicole Are you staying in a hotel?
 Claudia No, I'm staying with some friends.
 Nicole Where do they live?
 Claudia They have a flat in the city centre.



- 0 Claudia said *that she had been* in France for six weeks.
- 1 Claudia said _____ her stay a lot
- 2 Claudia said _____ to France many times.
- 3 Claudia said _____ on holiday.
- 4 She said _____ with some friends.
- 5 She said _____ a flat in the city centre

B Completa las oraciones con said/told.

- 0 She *said* she wasn't feeling very well.
- 1 Alex _____ me that he would buy the tickets
- 2 They _____ that the train was going to be late.
- 3 She _____ him that she was very angry with him.
- 4 She _____ him that she couldn't help him.
- 5 Who _____ you that I was leaving? It's not true!

C Corrige estas frases.

- 0 She told that she didn't speak English.
She said that she didn't speak English.
- 1 He said that was arriving soon.
- 2 She told to me that she was learning Japanese.
- 3 He said that 'I'm flying to Brussels in half an hour'
- 4 He told me that he can't go to work last week
- 5 They said that they will drive me to school but they didn't

86 Las oraciones complejas

A Ordena estos elementos para formar oraciones.

- 0 Are/very/tired/you? *Are you very tired?*
- 1 the/nice/Who/girl/is/near/window/the?
- 2 We/usually/go/don't/Sunday/on/out
- 3 did/last/do/you/Friday/What/night?
- 4 parents/like/Our/beach/lot/a/the
- 5 He/didn't/too/come/late
- 6 They/new/in/bought/apartment/September/a

B Completa las frases siguientes con **and**, **but** or **so**.

- 0 My car is black and white.
- 1 He likes coffee _____ he doesn't like tea
- 2 Tim _____ Luisa go to the same school
- 3 I have an exam tomorrow _____ I am not going out tonight
- 4 Would you like some water _____ some orange juice?
- 5 There isn't anything on TV _____ we're going to bed.
- 6 Our friend called last night _____ we weren't home
- 7 Do I stay _____ do I leave?
- 8 Tomorrow is Sunday _____ I'm getting up late.

C Completa las oraciones con las frases adecuadas según sean **first** o **second conditional**

- 0 Will you call me if (you/not get/home too late)?
Will you call me if you don't get home too late?
- 1 Who would you like to be if (you/be/a different person)?
- 2 If she doesn't give me my money back, (I/ask/her)
- 3 If they knew the truth, (they/not be/so angry).
- 4 If someone offered you a job there, (you/move/to a different country)?
- 5 He'll never marry Elena if (he/not love her).
- 6 Unless we have to, (we/not do it)

7 Andrés will be angry if (you/be/late again)

D Escribe las frases en estilo indirecto.

0 Jenny has won some money,' I said

I said that Jenny had won some money.

1 'They're going to leave next year,' she said

2 'I'm very happy in my new school,' he said.

3 'My sister bought a dog last week,' John said

4 'We are going to Paris next week,' they said

5 'I know you will like our new house,' I said.

E Subraya el conector adecuado.

0 I'll wait for you until/after midnight.

1 Can you open the door as soon as, before you hear my car?

2 Before/After I go to bed, I always brush my teeth.

3 When/Until I see her, I'll ask her to call you.

4 Before/When I eat, I wash my hands.

5 They were watching TV when/as soon as I arrived.

6 The children were scared so, because they called the police.

F Transforma en pasiva las frases siguientes.

0 They wrote their song in English.

Their song was written in English.

1 Do people speak German in this area?

2 Many people watched the football match.

3 People don't eat meat in this country.

4 They make bread with flour and water.

5 My parents gave me a lot of love.

6 How do you spell 'grammar'?



Temas suplementarios

1 Adjetivos terminados en -ing o -ed

- 1 El participio de algunos verbos (-ing o -ed) puede funcionar como adjetivo:

interest → *interested/interesting*

(interesado/interesante)

depress → *depressed/depressing*

(deprimido/deprimiente)

relax → *relaxed/relaxing*

(relajado/relajante)

annoy → *annoyed/annoying*

(irritado/irritante)

move → *moved/moving*

(conmovido/conmovedor)

embarrass → *embarrassed/embarrassing*

(avergonzado/embarazoso)

- 2 Los adjetivos terminados en -ed sirven para describir cómo nos sentimos y suelen hacer referencia a personas:

The film was too long and slow. I was very bored.

(La película fue demasiado larga y lenta.

Estaba muy aburrido.)

Everybody was quite interested in the experiment.

(Todos estaban bastante interesados en el experimento.)

Fíjate que en estos ejemplos el verbo *to be* se traduce como 'estar'.

- 3 Los adjetivos terminados en -ing sirven para decir cómo es lo que nos causa esos sentimientos. Pueden referirse tanto a cosas,

acontecimientos etc., como a personas:

We didn't like the film, it was quite boring.

(No nos gustó la película, era muy aburrida.)

His last book isn't very interesting.

(Su último libro no es muy interesante.)

Peter is very amusing, he's always telling jokes.

(Peter es muy divertido, siempre está contando chistes.)

Fíjate que en estos ejemplos el verbo *to be* se traduce como 'ser'.

- 4 Otros ejemplos de adjetivos terminados en -ed o -ing, que no pueden utilizarse indistintamente:

My family was surprised by the news/The news was really surprising.

(Mi familia estaba sorprendida por la noticia. La noticia era realmente sorprendente.)

We were all moved by her story/Her story was moving.

(Todos estábamos conmovidos con su historia. Su historia era conmovedora.)

The students were worried about the exam/The final exam was worrying.

(Los alumnos estaban preocupados por el examen/El examen final era preocupante.)

We are disappointed with the results/The results of the match are disappointing.

(Estamos decepcionados con los resultados/Los resultados del partido son decepcionantes.)

Ejercicios

- A ¿Cuál es la forma correcta?

0 This love scene is very *moving/moved*

1 It's Jessica's first day of class and she is a bit *frightened/frightening*

2 The degradation of our environment is quite *worrying/worried*

3 Learning a different language is very *interesting/interested*

4 We're all looking forward to a *relaxing/relaxed* weekend.

5 This new computer game is very *exciting/excited*

6 There's a fly in my soup. How *disgusting/disgusted*!

7 Don't worry about me! I'm not *boring/bored*

B Completa los diálogos utilizando un adjetivo terminado en *-ing* o *-ed* (solo puedes utilizarlos una vez).

d. disappointing interesting excited boring worried frightened tragic amusing

0 A. Do you visit museums when you go on holiday?

B. No, I think museums are quite *tiring*.

1 A. Really? I find them very _____.

2 A. Tomorrow is the school trip! Aren't you _____?

B. Of course I am!

3 A. You look _____. What's the matter?

B. I'm studying for a very important test.

4 A. How do you like your classmates?

B. Well, some of them are quite _____ but a few are a bit _____.

5 A. Our basketball team has lost the game.

B. How _____!

6 A. Why did you leave the cinema?

B. I was _____. I don't like horror films.

C Traduce las frases siguientes.

0 Es una idea muy interesante.

It is a very interesting idea.

1 A veces me siento deprimido los domingos por la tarde.

2 Para algunas personas, el golf es un deporte aburrido.

3 Mis padres están preocupados por mí.

4 ¿No estás avergonzado? Tus notas no son muy buenas.

5 Este CD es muy relajante, escúchalo, por favor.

6 Mis abuelos son unas personas sorprendentes.

2 Oraciones con el infinitivo

- 1 En inglés podemos utilizar un *objeto + to infinitivo* para complementar verbos como:

ask (pedir) *tell* (decir)
want (querer) *would like* (quería etc)
invite (invitar) *advise* (aconsejar)

Ann wants Rick to come to her birthday party.
 (Ana quiere que Rick venga a su fiesta de cumpleaños.)

My parents would like me to go to university
 (A mis padres les gustaría que fuera a la universidad.)

The doorman told them to wait.
 (El portero les dijo que esperaran.)

Peter asked Sandra to do him a favour.
 (Peter le pidió a Sandra que le hiciera un favor.)

- Fíjate que no se puede usar *say* de esta manera:

NO: *The doorman said them to wait.*

- 2 Estos verbos se complementan en español con *que* y una oración, sin embargo en inglés

esta es incorrecto con verbos como *want*, *would like*, *expect* o *advise*:

Our teachers wanted that we studied harder.
Our teachers wanted us to study harder
 (Nuestros profesores quieren que estudiemos más.)

Sam advised that I saw this film.
Sam advised me to see this film.
 (Sam me aconsejó que viera esta película.)

- 3 Observa que el *to infinitivo* puede ir precedido de un sustantivo o un pronombre objeto (*me, you, him, her, it, us, them*).

The teacher told the students/them to finish the exercise
 NO: *The teacher told they to finish the exercise.*

- 4 Para formar una frase negativa utilizamos un objeto + *not to infinitivo*.

My friend asked me not to smoke in his bedroom
 (Mi amigo me pidió que no fumara en su habitación.)

Ejercicios

- A Une la columna A con la columna B para formar frases completas.

A	B
0 Mark told	me to look for a new apartment.
1 The doctor wants	his brother to set the table.
2 My classmates would like	the students to revise for the final exam.
3 My boyfriend asked	Sarah to become president of our class.
4 The teacher advised	the criminal to tell the truth.
5 The police want	everybody to finish their work by 5:00
6 The boss would like	her patients to take all their medication.

0 *Mark told his brother to set the table.*

1 _____ 4 _____

2 _____ 5 _____

3 _____ 6 _____

B Utiliza los verbos siguientes, complementándolos con objeto + (not) to infinitivo, para describir lo que sucede en cada una de estas escenas.

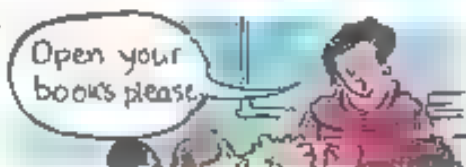
wants would like
is telling is advising
is asking

0



She is advising her friend not to eat too much fast food.

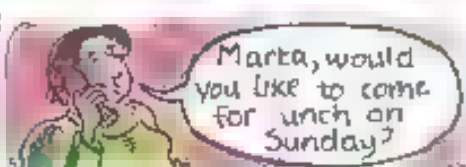
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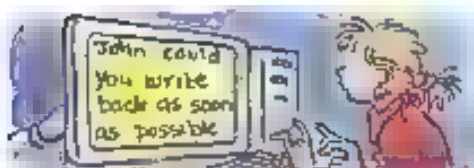
2



3



4



5



6



7



C Cinco de las frases siguientes no son correctas. Identifica los errores y corrígelos.

0 Do you want that + go with you? Do you want me to go with you?

1 Everyone expects Fatima to learn Spanish.

2 My parents wouldn't like that I go to discos.

3 We asked he to visit us in summer.

4 The president told him that he came to his office.

5 I told your friend not go to bed too late.

6 She would like they to bring some drinks for the party.

3 Verbos con partícula (phrasal verbs)

Muchos verbos cambian su significado cuando van seguidos de una partícula, normalmente una preposición. Este tipo de verbos se denominan **phrasal verbs**:

make (hacer)	make up (inventar)	John always makes up very funny games.
	make out (entender)	I can't make out what he's saying.
break (romper)	break down (estropearse)	Our car broke down in the middle of the road.
	break up (terminar una relación)	We think Carmen is going to break up with her boyfriend.
look (mirar)	look after (cuidar)	Could you look after my bag for a minute?
	look into (investigar)	The police are looking into the matter very carefully.
find (encontrar)	find out (descubrir)	I finally found out the answer!!
ring (sonar)	ring up (llamar por teléfono)	My mother is ringing you up tonight.
pick (coger)	pick out (elegir)	Please pick out a nice present for her birthday.
put (poner)	put out (apagar algo que arde)	Put out your cigarette! You can't smoke here.
	put on (ponerse)	Put on your raincoat, it's raining.
turn (dar la vuelta)	turn on (encender)	Turn on all the lights when I'm alone at home.
	turn off (apagar)	We always turn off the TV at dinner time.
	turn up (subir el volumen, el fuego etc.)	Turn up the volume. I can't hear well.
take (tomar)	turn down (bajar el volumen, el fuego etc.)	It's too hot in here. Can you turn down the heater?
	take off (quitarse)	My mum takes off her shoes when she gets home.
	take after (parecerse)	I think the baby takes after his sister.

Observa que su significado puede ser muy diferente al del verbo sin partícula y que, normalmente, no puede deducirse si no se conoce.

2 Los verbos con partícula (phrasal verbs) pueden ser transitivos o intransitivos.

Transitivo

*We **filled out** the questionnaire and gave it to our class teacher.*
(Rellenamos el cuestionario y lo entregamos a nuestra tutora.)
*He **took off** his jacket.*
(Se quitó la chaqueta.)

Intransitivo

*Our TV set **broke down** last night.*
(Se nos estropeó la televisión ayer por la noche.)
*The plane **took off** at 5pm.*
(El avión despegó a las cinco de la tarde.)

Ejercicios

A Completa las frases con los verbos siguientes. Recuerda que solo puedes utilizarlos una vez.

look out	<i>tener cuidado</i>	grow up	<i>crecer</i>
speak up	<i>hablar en voz alta</i>	ask someone out	<i>invitar a alguien a salir</i>
go on	<i>continuar</i>	give up	<i>dejar de abandonar un hábito</i>
hand out	<i>repartir</i>		

- 0 I want my children to grow up in a healthy environment.
- 1 _____! a car is coming on your left.
- 2 Ann likes Jonathan a lot. She's going to _____.
- 3 I can't hear you well, please, _____.
- 4 'Can you please _____ these photocopies?'
- 5 Doctors always advise you to _____ smoking.
- 6 Yes, your story is very interesting. Please, _____ Tell us what happened next.'

B Utiliza los siguientes phrasal verbs, en el tiempo verbal apropiado para completar las frases.

put out break down find out make up take after fill out turn down

- 0 Fill out _____ the form and give it to your teacher.
- 1 The police didn't _____ the truth.
- 2 The firemen _____ the fire in two hours.
- 3 Don't _____ any more stories about me.
- 4 The new computer _____ last night.
- 5 _____ the TV, I'm talking on the phone.
- 6 Our teacher _____ Alejandro Sanz.

C Traduce las siguientes frases.

- 0 Por favor, enciende la luz.
Please turn on the light.
- 1 ¿Por qué no buscas esta palabra en el diccionario?
- 2 Me despierto todos los días muy temprano.
- 3 John ayuda a sus hermanos muy bien.
- 4 Nuestra profesora va a repartir los exámenes en clase.

4 Formación de palabras

En inglés también podemos formar palabras nuevas **añadiendo sufijos y prefijos**.

1 Añadimos los sufijos siguientes:

-ous, -ful, -less, -ly, -y	FORMAR ADJETIVOS
mystery → mysterious (<i>misterioso</i>) base → basic (<i>básico</i>) care → careful (<i>cuidadoso</i>) care → careless (<i>descuidado</i>) cloud → cloudy (<i>nublado</i>)	<p>Recuerda que en inglés los adjetivos preceden al sustantivo, y no tienen plural: a cloudy day (<i>un día nublado</i>) NO: a-day-cloudy basic knowledge (<i>conocimientos básicos</i>) NO: bases knowledge</p> <p>Observa que los sufijos -ful (NO: -full) y -less forman adjetivos opuestos. La terminación -less corresponde a un prefijo en español o a una expresión con <i>sin</i>. harmless (<i>inofensivo</i>) homeless (<i>sin techo</i>)</p>
-hood, -ship, -ness, -y, -tion	FORMAR SUSTANTIVOS ABSTRACTOS
childhood (<i>la infancia</i>) friendship (<i>la amistad</i>) loneliness (<i>la soledad</i>) beauty (<i>la belleza</i>) attention (<i>atención</i>)	<p>Se refieren a conceptos y generalmente no se utilizan en plural.</p> <p>A, contrario que en español, no suelen llevar el artículo delante. Fíjate: Happiness is more important than beauty. (<i>La felicidad es más importante que la belleza.</i>) NO: the happiness o the beauty</p>
-or, -ist, -er	FORMAR NOMBRES DE PROFESIONES
dentist (<i>dentista</i>) lawyer (<i>abogado/a</i>) editor, editor/a	<p>Observa que en inglés no se distinguen el masculino y el femenino.</p> <p>Muchas veces los sufijos coinciden con los del español: actor actor, <i>dentista</i>: dentist →, pero otras no: futbolista: footballer científico: scientist</p>

2 Añadimos los prefijos siguientes.

in-, im-, un-, dis-	FORMAR ANTÓNIMOS
complete/incomplete (<i>completo/incompleto</i>) possible/impossible (<i>posible/imposible</i>) comfortable/uncomfortable (<i>cómodo/incómodo</i>) agreement/disagreement (<i>de acuerdo/desacuerdo</i>) moral/immoral (<i>honrado/inhonrado</i>)	<p>igual que sucede en español, delante de la <i>o</i>: utilizamos im- en lugar de in-. Observa que también usamos im- delante de la <i>m</i>.</p>

3 A veces, combinado dos sustantivos, podemos formar palabras compuestas.

tablecloth (mantel)	toothpaste (pasta de dientes)
bookcase (estantería)	basketball (baloncesto)

Ejercicios

A Añade un sufijo (-ous, -ful, -less, -ic) a las palabras incompletas para formar el adjetivo correspondiente.

- 0 He is jealous of her sister's success.
- 1 We spent a terrific weekend on the beach.
- 2 My father is throwing away all the useless things he's kept in the garage for years.
- 3 I love that T-shirt! It's really colourful.
- 4 My sister painted this picture. She's got artistic qualities.
- 5 Don't get so close to the river, it's very dangerous.

B Completa los huecos con la palabra correcta. Solo puedes usarla una vez.

unfriendly incompatible impatient disorganized unforgettable disappeared

- 0 Susan and Jenny can't live together. Their personalities are incompatible.
- 1 Don't be impatient. I'll finish in a minute.
- 2 Marion doesn't have a lot of friends. She is quite unfriendly.
- 3 We can't find Tom anywhere. He's just disappeared.
- 4 They'll always remember their last holidays. So long to stay was an unforgettable experience.
- 5 I can't understand what he's written. Everything is so disorganized.

C Añade un sufijo (-hood, -ness, -ship, -y, -tion, -er, -or, -ist) para formar los sustantivos correspondientes y comprueba después si son correctos.

- | | | |
|------------------------------|-----------------|-----------------|
| 0 partner <u>partnership</u> | 3 declare _____ | 6 science _____ |
| 1 happy _____ | 4 modest _____ | 7 kind _____ |
| 2 perfect _____ | 5 mother _____ | 8 direct _____ |

D Une las palabras de la columna A y B para formar palabras compuestas.

A	B
head	jacket
black	ache
life	mother
grand	board
fire	shake
milk	place

- | | | |
|-------------------|---------|---------|
| 0 <u>headache</u> | 2 _____ | 4 _____ |
| 1 _____ | 3 _____ | 5 _____ |

5 Expresión de la causa y la consecuencia

- 1 La conjunción **because** se coloca delante de una frase y nos sirve para expresar la razón por la que hacemos algo.

Shamira couldn't come to class because she was ill.

(Shamira no pudo venir a clase porque estaba enferma.)

They got the job because they could speak English well.

(Consiguieron el trabajo porque sabían hablar bien inglés.)

No olvides poner un sujeto después de **because**:

Shamira couldn't come to class because was ill.

Observa que la frase subordinada introducida por **because** se sitúa, normalmente, detrás de la frase principal pero no se utiliza ningún signo de puntuación entre ellas.

- 2 También podemos expresar la razón o la causa de algo utilizando **because of** + un sustantivo:

Everybody likes Jim because of his good behaviour.

(A todo el mundo le gusta Jim por su buen comportamiento.)

We stayed home because of the rain.

(Nos quedamos en casa por la lluvia.)

Because of + sustantivo se coloca detrás de la frase a la que acompaña y tampoco se introduce entre ambos ningún signo de puntuación:

I didn't buy it because of the price.

(No lo compré por el precio.)

Es incorrecto utilizar **because of** con una frase

Sam took the bus because of that he was late

- 3 Para expresar la consecuencia o el resultado de algo utilizamos la conjunción **so** seguida de una frase:

It was cloudy, so we took an umbrella.

(Estaba nublado así que cogimos el paraguas.)

Samuel never does his homework, so I don't think he'll pass.

(Samuel no hace nunca los deberes así que no creo que apruebe.)

Tampoco se puede omitir el sujeto detrás de **so**:

Tim has missed the bus, so will be late for school.

Tim has missed the bus, so he will be late for school.

Observa que la frase introducida por **so** se sitúa, también, detrás de la principal, separadas por una coma.

Ejercicios

- A ¿Por qué está Marcos aprendiendo inglés? Utiliza **because** o **because of** para expresar sus razones.

Marcos is learning English

- 0 (he/want to travel) abroad this summer *because he wants to travel abroad this summer*
- 1 (he/not understand) computer games
- 2 (his interest) in foreign languages
- 3 (he/want to work) in Great Britain
- 4 (his British girlfriend)
- 5 (he/have) a lot of American friends
- 6 (he/would like to be) an English teacher

B Une las dos frases utilizando because o so.

- 0 We are quite tired. We aren't going to see you tonight.
We're quite tired so we aren't going to see you tonight.
- 1 I've got a headache. I've been studying for a long time.
- 2 It's my sister's birthday. I'm buying her a present.
- 3 They're very sad. Their dog is very ill.
- 4 Our friends are coming for dinner. I've got to buy some nice food.
- 5 You are driving. You shouldn't drink.
- 6 Jenny is learning French. She is going to live in Paris.

C Completa los huecos con because, because of o so

- 0 It's been a very hard day. *so* I'm going to bed early.
- 1 The lake froze *because of* the low temperature.
- 2 Beth got a bike for her birthday. *so* now she cycles to school every day.
- 3 Pat can't go out this weekend *because of* her bad school report.
- 4 I'm saving money *so* I'd like to buy a new CD player.
- 5 We didn't call you *because* we forgot your phone number.
- 6 It's really cold outside, *so* we're having dinner inside.
- 7 They have a lot of friends, *so* they go out very often.

D Cuatro de las frases siguientes no son correctas. Identifica el error y corrígelo.

- 0 It's my mother's birthday because we're making a cake.
It's my mother's birthday, so we're making a cake.
- 1 I didn't like the party, so I left.
- 2 They decided to leave because of that she wasn't very nice.
- 3 My parents couldn't open the door because forgot the keys.
- 4 Our teacher closed the window so the classroom was cold.
- 5 My family have so often so have been to many different countries.

6 Expresión de la finalidad

- 1 Utilizamos un infinitivo precedido de **to o in order to** para expresar la finalidad de una acción (para qué hacemos algo):

I got up early to take a shower.

(Me levanté temprano para ducharme.)

Some students use computers to learn English.

(Algunos estudiantes utilizan los ordenadores para aprender inglés.)

Our country needs more motorways in order to improve road transportation.

(Nuestro país necesita más autopistas para mejorar el transporte por carretera.)

We recycle in order to protect the environment.

(Reciclamos para proteger el medio ambiente.)

En la práctica, podemos usar **to o in order to** indistintamente, si bien **in order to** es más formal.

Fíjate que en inglés no se usa la preposición **for (para)** en estos casos:

I got up early for take a shower.

Some students use computers for learn English.

- 2 Sin embargo, cuando se trata de una finalidad negativa empleamos solamente **in order not to**:

They took a bus in order not to be late.

(Cogieron el autobús para no llegar tarde.)

They took a bus not to be late.

La posición de la negación es variable. Fíjate:

Martha turned down the music in order not to disturb her neighbours.

(Marta bajó la música para no molestar a los vecinos.)

Martha turned down the music in order to not disturb the neighbours.

- 3 Al igual que en español, podemos utilizar la preposición **for (para)** + sustantivo para referirnos a una finalidad más general o **for + -ing** para hablar de la utilidad de un objeto para qué sirve algo:

This toilet is for girls.

(Este servicio es para chicas.)

Vegetables are very good for your health.

(Las verduras son muy buenas para la salud.)

A corkscrew is used for opening wine bottles.

(Un sacacorchos sirve para abrir botellas de vino.)

The email is useful for keeping in touch with friends.

(El correo electrónico es útil para mantenerse en contacto con los amigos.)

That's an implement for opening letters.

(Es un instrumento para abrir cartas.)

- 4 Es incorrecto utilizar **to** y **for** al mismo tiempo, aunque ambos nos sirven para expresar la idea de finalidad.

Victor uses his cell phone for to send messages.

Victor uses his cell phone to send messages.

(Victor utiliza el móvil para mandar mensajes.)

We went to the shopping center for to buy some CDs.

We went to the shopping center to buy some CDs.

(Fuimos al centro comercial para comprar CDs.)

Ejercicios

- A Completa las frases siguientes con **to, in order (not) to o for**

0 A sleeping bag is used _____ for

going camping.

1 They drove very slowly _____

have an accident.

2 'I'll bring my camera _____

take pictures of our classmates.'

3 Teenagers wear nice clothes _____

go into discos.

- 4 Tom studied hard _____ for his final exam
 5 The boys made a cake _____ surprise their father.
 6 This notebook is _____ the Chemistry class
 7 A thermometer is an instrument we use _____ measuring temperature.

B Une la columna A con la columna B para formar frases sobre la finalidad de algunas cosas que hacemos para aprender inglés.

A	B
English tapes are useful	to practise English at home
Dictionaries are used	in order not to forget their meaning
We do homework	for translation work
We often revise new words	in order not to forget grammar rules.
We do oral exercises	for improving our reading
Texts are used	for listening practice
We do grammar exercises	in order to practise pronunciation.

0 *We do oral exercises in order to practice pronunciation*

- 1
2
3
4
5
6

C Cuatro de las frases siguientes son incorrectas. Identifica el error y corrígelo.

0 Clara and Omar are going to Newcastle *for* learn English.
Clara and Omar are going to Newcastle to learn English

- 1 This is a machine *for* to clean carpets.
 2 We talked very softly *not* to wake up the baby.
 3 John went to the greengrocer's for some oranges
 4 'A tin opener *is for* to open tins'
 5 My family left early in order *not* to arrive in Madrid at night
 6 'Don't park there! That parking place is *only* to motorbike'

7 Expresión del contraste

- 1 Empleamos **although, however, in spite of y despite** para combinar dos ideas diferentes y expresar el contraste entre ellas.

Although it was raining, we forgot to take an umbrella.

(Aunque estaba lloviendo, nos olvidamos de coger el paraguas.)

I don't like meat. However I love fish.

(No me gusta la carne, sin embargo, me encanta el pescado.)

In spite of/Despite his effort, Carlos didn't win the game.

(A pesar de su esfuerzo, Carlos no ganó la partida.)

- 2 **Although** (*aunque*) es una conjunción subordinada y se coloca al principio de una frase:

We decided to go to the concert, although the tickets were very expensive.

(Decidimos ir al concierto, aunque las entradas eran muy caras.)

I communicate with people easily, although I can't speak English well.

(Me comunico con la gente fácilmente, aunque no sé hablar inglés bien.)

La frase subordinada introducida por **although** puede ir delante o detrás de la frase principal pero ambas deben separarse con una coma.

Although Sarah isn't very good at sports, she often goes to the gym.

(Aunque Sarah no es muy buena en deportes, va al gimnasio con frecuencia.)

- 3 La conjunción **however** (*sin embargo*), también se sitúa al principio de una frase:

The film was very good. However, we didn't like the ending.

(La película fue muy buena, sin embargo, no nos gustó el final.)

I've been running for an hour. However, I'm not tired.

(Llevo dos horas corriendo, sin embargo, no estoy cansada.)

La frase introducida por **however** va normalmente detrás de la principal, separadas por un punto. Detrás de **however** colocamos siempre una coma.

- 4 **In spite of y despite** son preposiciones y, por lo tanto, van seguidas de un sustantivo, un pronombre o un verbo terminado en -ing. Su significado es similar pero **despite** es más formal:

In spite of/Despite her good marks, Lisa can't go out this weekend.

(A pesar de sus buenas notas, Lisa no puede salir este fin de semana.)

In spite of/Despite having a car, our teacher takes the bus to school.

(A pesar de tener coche, nuestro profesor viene en autobús al Instituto.)

La frase introducida por **in spite of/despite** se separa de la principal por una coma. Recuerda que **despite** NO necesita preposición:

We went out despite of the rain.

- 5 **In spite of y despite** no pueden combinarse con **that** para formar oraciones equivalentes a las españolas con 'A pesar de que...':

Despite that our teacher has a car, she takes the bus to school.

In spite of that Norma loves him, she doesn't want to get married.

Ejercicios

A Forma frases completas con los elementos siguientes.

- 0 was/Although/tired, I went to the gym, I after school
Although I was very tired, I went to the gym after school
- 1 very cold/being/in spite of/shorts,/Those girls/are wearing
- 2 We/by bus /go/usually/to school, However/are going, today. on foot
- 3 vegetables,/ Although, we/don't like/eat, almost every day. we, them
- 4 ,/make/every day./my bed/never/do the shopping, I/However

B ¿Cuál es la frase correcta?

- 0 A. I want to learn a lot of languages despite I can speak only English now
 B I want to learn a lot of languages. although I can speak only English now ✓
- 1 A. In spite of his good health, he was not selected for the team
 B in spite his good health, he was not selected for the team
- 2 A. However, I don't like going back home very late. I love going out on Saturday.
 B I love going out on Saturday. However, I don't like going to discos
- 3 A. Although Peter is only 25, he is already married.
 B Although Peter is only 25. He is already married
- 4 A. Despite of being a good student, Mark has failed English this term.
 B. Despite being a good student, Mark has failed English this term

C Vuelve a escribir la frase utilizando la conjunción o preposición entre paréntesis.

- 0 Although we are a large family, we live in a small apartment. (In spite of)
in spite of being a large family, we live in a small apartment.
- 1 Although this subject is very difficult, the whole class likes it much. (However)
- 2 In spite of being a very nice person, Sonia hasn't got a lot of friends. (Although)
- 3 Although Mary and I study together, her marks are better than mine. (Despite)
- 4 I don't know him very well. However, I like him very much. (Although)
- 5 Although Adrian is tall, he can't play basketball well. (In spite of)

Apéndices

Tabla A Sustantivos en plural

	SINGULAR	PLURAL
+ -s A la mayoría de los sustantivos se les añade una -s para formar el plural:	book kilo radio shop tyre	books kilos radios shops tyres
+ -es A los sustantivos que acaban en -s, -ss, -sh, -ch, -x, se les añade -es.	bus dress glass dish wish beach watch box	buses dresses glasses dishes wishes beaches watches boxes
-y → -ies En los sustantivos acabados en una consonante + y, la y se transforma en -ies:	city family lorry story	cities families lorries stories
-f/-fe → -ves f/-fe se transforma en -ves en plural	leaf life shelf thief	leaves lives shelves thieves
A algunos sustantivos acabados en -o, se añade -es.	potato tomato	potatoes tomatoes
Sustantivos irregulares:	man woman child foot tooth	men women children feet teeth

Tabla B Sustantivos incontables

Estos son algunos de los sustantivos incontables más comunes.	ice, water, rain, snow, heat, noise, cotton, grass, petrol, money, luggage, information, work, homework, advice, news, meat, milk, butter, bread, marmalade, food, tea, coffee, sugar, toast, cheese
Los sustantivos incontables no tienen una forma de plural	petrol (NO petrols); bread (NO breads)
Con los sustantivos incontables no se puede utilizar <i>a/an</i> , pero sí <i>some/any, the, much</i> (NO <i>many</i>), <i>such</i> e <i>my/your/his</i> , etc.,	a/an ; <i>I always have toast for breakfast</i> <i>some: I'd like some tea, please</i> <i>the: Look at the snow outside.</i> <i>much: How much luggage have you got?</i> <i>such: We've had such wonderful news.</i>
Algunos sustantivos pueden ser tanto contables como incontables:	<i>I heard a noise from downstairs</i> (contable). <i>I can't sleep. The neighbours are making so much noise</i> (incontable)

Tabla C Present Simple

+ -s En Present Simple, a la mayoría de los verbos se les añade una -s para las formas <i>he/she/it</i> :	leave make say work	leaves makes says works
+ -es A los verbos que acaban en -ss, -sh, -ch, -o, -x, (p.e. <i>fin sh, go</i>), se les añade -es.	catch finish pass teach do go mix	catches finishes passes teaches does goes mixes
-y → -ies En los verbos acabados en una consonante* + y a y se transforma en -ies:	fly try carry study	flies tries carries studies

Tabla D Las formas en -ing

	INFINITIVO	FORMA EN -ing
+ -ing A la mayoría de los verbos se les añade -ing:	ask go	asking going
-e + -ing En los verbos que acaban en consonante* -e, se elimina la -e y se añade -ing	hope live take	hoping living taking
-ie → -ying En los verbos acabados en -ie, -ie se transforma en -ying:	die lie	dying lying
En los verbos que acaban en una vocal* + una consonante (p.e. <i>run, swim, jog</i>) se duplica la consonante final	get jog run swim	getting jogging running swimming
Pero recuerda que la consonante no se duplica 1) cuando la palabra termina en -y o en -w (p.ej <i>stay</i>) 2) cuando el acento no recae sobre la última sílaba* (p.ej <i>listen, visit, remember</i>):	borrow buy draw stay listen visit remember	borrowing buying drawing staying listening visiting remembering
Recuerda también que en el inglés británico, la -l final de los verbos se duplica incluso cuando la última sílaba no lleva el acento (p.ej <i>TRAVel</i>):	cancel travel	cancelling travelling

* Consonantes: b c d f g h j k m n p q r s t v w x y z

Vocales: a e i o u

Sílabas (*bit*): 1 sílaba (*visit*): 2 sílabas (*re|mem|ber*): 3 sílabas

Tabla E Adverbios

	ADJETIVOS	ADVERBIOS
+ -ly Para formar la mayoría de los adverbios, se añade -ly al adjetivo:	polite quick slow	politely quickly slowly
Excepciones:		
• Adjetivos acabados en -y (-y → -ily):	easy happy	easily happily
• Adjetivos acabados en -ble (-e → -ly):	probable remarkable	probably remarkably
• Adverbios irregulares	good fast hard late	well fast hard late

Tabla F Verbos regulares: Past Simple y participio pasado

	INFINITIVO	PAST SIMPLE	PARTICIPIO PASADO
+ -ed A la mayoría de los verbos se les añade -ed:	happen work	happened worked	happened worked
+ -d A los verbos que acaban en -e se les añade -d:	live phone	lived phoned	lived phoned
-y → -ied En los verbos acabados en una consonante + -y, la -y se transforma en -ied:	study try	studied tried	studied tried

Tabla G Verbos irregulares: Past Simple y participio pasado

INFINITIVO	PAST SIMPLE	PARTICIPIO PASADO	INFINITIVO	PAST SIMPLE	PARTICIPIO PASADO
be	was, were	been	make	made	made
become	became	become	mean	meant	meant
begin	began	begun	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
buy	bought	bought	ring	rang	rung
catch	caught	caught	run	ran	rung
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
do	did	done	send	sent	sent
drink	drank	drunk	shine	shone	shone
drive	drove	driven	show	showed	shown/showed
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feel	felt	felt	sleep	slept	slept
find	found	found	sneel	sneelt	sneelt
fly	flew	flown	stand	stood	stood
forget	forgot	forgotten	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tell	told	told
hold	held	held	think	thought	thought
keep	kept	kept	throw	threw	thrown
know	knew	known	understand	understood	understood
learn	learnt, learned	learnt/learned	wear	wore	worn
leave	left	left	win	won	won
lose	lost	lost	write	wrote	written

Tabla H Los numerales

CARDINALES	ORDINALES	CARDINALES	ORDINALES
1 one (una)	1st first (primer, -a, -a)	16 sixteen (dieciséis)	16th sixteen (décimosexto, -a)
2 two (dos)	2nd second (segunda, -a)	17 seventeen (diecisiete)	17th seventeenth (décimoséptimo, -a)
3 three (tres)	3rd third (tercer, -a, -a)	18 eighteen (dieciocho)	18th eighteenth (décimooctavo, -a)
4 four (cuatro)	4th fourth (cuarta, -a)	19 nineteen (diecinueve)	19th nineteenth (decimonoveno, -a)
5 five (cinco)	5th fifth (quinto, -a)	20 twenty (veinte)	20th twentieth (vigésimo)
6 six (seis)	6th sixth (sexto, -a)	21 twenty-one (veintiuno)	21st twenty-first (vigésimoprimer, -a, -a)
7 seven (siete)	7th seventh (séptimo, -a)	22 twenty-two (veintidós)	22nd twenty-second (vigésimosegundo, -a)
8 eight (ocho)	8th eighth (octavo, -a)	30 thirty (treinta)	30th thirtieth (trigesimo)
9 nine (nueve)	9th ninth (noveno, -a)	40 forty (cuarenta)	40th fortieth (cuadragésimo)
10 ten (diez)	10th tenth (décimo, -a)	50 fifty (cincuenta)	50th fiftieth (quingésgimo)
11 eleven (once)	11th eleventh (undécimo, -a)	60 sixty (sesenta)	60th sixtieth (sexagesimo)
12 twelve (doce)	12th twelfth (duodécimo)	70 seventy (setenta)	70th seventieth (septuagésimo)
13 thirteen (trece)	13th thirteenth (décimatercer, -a, -a)	80 eighty (ochenta)	80th eightieth (octogésimo)
14 fourteen (catorce)	14th fourteenth (décimocuarto, -a)	90 ninety (noventa)	90th ninetieth (nonagesimo)
15 fifteen (quince)	15th fifteenth (decimoquinto, -a)	100 a hundred (cien)	100th hundredth (centésimo)

Tabla 1 Adjetivos en grado comparativo y superlativo

	ADJETIVO	COMPARATIVO	SUPERLATIVO
+ -er/-est Se añade -er/-est a los adjetivos monosílabos*	cheap long warm	cheaper longer warmer	the cheapest the longest the warmest
+ -r/-st Se añade -r/-st a los adjetivos que acaban en -e.	late nice	later nicer	the latest the nicest
En los adjetivos monosílabos acabados en una consonante* (p.ej. <i>big</i>), se duplica dicha consonante	big hot wet	bigger hotter wetter	the biggest the hottest the wettest
Recuerda que la <i>w</i> no se duplica	few	fewer	the fewest
more/the most Se utiliza <i>more/the most</i> delante de los adjetivos de dos o más sílabas*	beautiful expensive polluted	more beautiful more expensive more polluted	the most beautiful the most expensive the most polluted
-y → -ier/-iest En los adjetivos acabados en -y (p.ej. <i>happy</i>), la <i>y</i> se transforma en -ier/-iest	dirty easy happy lucky	dirtier easier happier luckier	the dirtiest the easiest the happiest the luckiest
Adjetivos irregulares:	good bad far little	better worse farther less	the best the worst the farthest the least
fewer e less Recuerda que normalmente se utiliza fewer con los sustantivos contables en plural (p.ej. <i>shops</i>) y less con los sustantivos incontables (p.ej. <i>money</i>)	<i>There are fewer shops in the centre of town than there used to be</i> <i>John earns less money than Mary</i>		

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	ADJETIVO	COMPARATIVO	SUPERLATIVO
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